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ABSTRACT

The purpose of this curriculum guide is to help the tenth grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes, and criticisms, which will be useful when the guide is revised. The guide is arranged in vertical columns relating the Spanish curriculum concepts to: curriculum performance objectives, career concepts and performance objectives, career information, suggested teaching methods, and resource materials. Occupational information for 37 different occupations includes job duties, educational requirements, salary range, and employment opportunities. Given in the appendix are: maps, tongue twisters, riddles, games, representative characters, sports, dances, and sources of Spanish speaking media. (DS)

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Career - Curriculum Guide

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SPANISH I

CAREER EDUCATION CENTER

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Curriculum Guide

SPANISH I

10th Grade

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San Antonio, Texas

A C K N O W L E D G E M E N T S

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Mrs. Antonia Stevens

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

Dear Teacher:

This curriculum guide has been prepared to assist you in your teaching duties. An effort has been made to keep the study of Spanish in its proper perspective as a modern language--that of a spoken language. Therefore, the activities suggested are geared in an audio-oral direction.

Please feel free, as you use this guide, to add your comments, suggestions and constructive criticism in the appropriate column. Also, any additional resource materials or methods which you think would be beneficial should be included in your suggestions. These comments or suggestions will be used in the revision of this guide.

Mrs. Barbara A. Soto
Bilingual Consultant
Foreign Language Teacher

Suggestions for Teaching-Learning Activities

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or Opaque projector
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect Materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H.E. Bean and J. R. Clary, North Carolina)

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SPANISH I

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INTRODUCTION History Geography	The student will be able to perform the following activities: 1. List all of the Spanish speaking countries of the world. 2. Locate and label, with 80% accuracy, all of the Spanish-speaking countries of the world on given maps. 3. Tell of similarities and differences between a Spaniard and a Spanish American. 4. Discuss orally Spain's contributions to the New World.	Concept: The historian describes and analyzes the past through writing and teaching. Performance Objective: The student will be able to tell of 3 places where historians are employed and one reason why their work is important.	Historian 1. A historian specializes on a particular country or area, or a period of time, or in the history of a specific field, such as art, economics, etc. Historians are employed as educators who may also write, lecture, or do research. A few are consultants to the radio, television, and motion picture industries. Some work for the government in research projects. Foundations, civic organizations, and private industry also employ history majors. 2. Graduate education is required; a master's degree for college instructors, a Ph.D for high level teaching, research, and administrative positions. 3. The average salary of a historian in a college for 1970 was $12,200. For those employed by the Federal government, the average salary was $14,000. Historians supplement their salaries by writing books, articles, and/or by giving lectures. 4. Employment in this field is expected to increase rapidly through the 1970's. There is now a growing number of historians specializing in African, Latin American, Asian, and Near Eastern history.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students label on maps all of the Spanish-speaking countries. 2. Have the students compare in writing a Spaniard and a Latin American. 3. Assign students to do research and report orally on Spain's role in the colonization of the New World. 4. Show and discuss the film Spanish Influence in the United States. Career: 1. Invite a local historian (from a college, university, museum, etc.) to speak to the class. 2. Have students visit local historical sites, especially those associated with the Spanish culture, and discuss these places. Example: Mission San Jose 3. Encourage interested students to write the American Historical Association for additional information on this career.	Curriculum: ESC Region XX Films 4862 Spain in the New World--Colonial Life in Mexico 72012 Spanish Influence in the United States 8892 The Spanish Explorers Career: 1. ESC Region XX Films 8825 Missions of the Southwest 8017 The Ancient New World 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #377, "Historians" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to American Historical Association 400 A Street SE Washington, D. C. 20003	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PRONUNCIATION consonants, vowels, dipthongs.	The student will be able to perform the following activities: 1. Pronounce and record the sounds of all the Spanish alphabet. 2. Spell in writing, with 90% accuracy, 25 two-syllable words dictated by the teacher using all the vowels, c followed by a,o, and u; g followed by a,o,u. 3. Read, with 80% accuracy, from the board 10 words having a dipthong, 5 words having a syneresis and 5 sentences having a sinalepha. 4. Take dictation of 15 words and 5 simple sentences, with 80% accuracy in spelling, which have consonants such as b,c,d,g,h,s,t,v,z, vowels, dipthongs, syneresis, and sinalepha. (Note to teacher: Examples: Dipthong - bueno, veinte, cuando Syneresis - alcohol, leo Synalepha - Creo que en este pueblo no hay gente ¡Llama a Juan!	Concept: One of the essential qualities of a radio announcer is an excellent pronunciation. Performance Objective: The student will be able to write a list of 5 personal qualities needed to succeed as a radio announcer.	Radio Announcer 1. The duties of a radio announcer may include reading the news bulletins, introducing programs, identifying the station, reading commercials, and selling broadcast time. 2. A college education is required in this field of work. Other qualifications are a pleasing personality, mental alertness, an extensive vocabulary and an excellent pronunciation, a good appearance, and a knowledge of at least one foreign language. Another desirable asset is previous experience in debating and dramatics. 3. Salaries depend upon whether the announcer works in a large or small station, in a large or small community. Specialists in this occupation earn up to $25,000 a year or more. A work week consists of 40 hours with compensation for overtime. 4. Employment opportunities in this occupation will increase moderately in the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Use flashcards of the alphabet for individual and class responses. 2. Have the students make original flashcards showing the actual sound of letters and display these on the bulletin board. Example: a sounds like ah e sounds like eh 3. Have the students bring or write their own tongue twister, limerick, jingle, etc., and allow them to record these. See appendix for examples. 4. Allow the class to listen to 2 Spanish radio programs in 20 minutes and discuss each announcer's pronunciation, accent, intonation, etc. Career: 1. Interview a bilingual radio announcer in class. 2. Listen to and discuss tapes on the radio announcer. 3. Have students role play a radio announcer. Have them evaluate each other's originality, imagination, delivery, etc. 4. Listen to a Spanish radio program and discuss the announcer's voice, delivery, etc. 5. Have interested students write to the National Association of Broadcasters for additional employment information.	Curriculum: 1. Flashcards 2. Tapes, tape recorder 3. Radio Career: 1. Harlandale Audio Visual Center Tapes MT 349 Radio Announcer CasT 31 Radio Broadcaster 2. Available from H.I.S.D. high school counselors SBA Occupational Brief # 280, "Radio and Television Announcers" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to National Association of Broadcasters 1771 N. Street N.W. Washington, D. C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CAPITALIZATION days of week, months, seasons etc.	The student will be able to perform the following activities: 1. From a given list of 25 words containing the following items, correctly capitalize, with 95% accuracy, all words requiring a capital letter. a. days of the week b. months of the year c. seasons of the year d. names of countries e. names of languages f. titles of books, periodicals, etc. 2. When given a paragraph in English containing some of the above items, translate in writing, with 90% accuracy, using correct capitalization.	Concept: A newspaper reporter must have excellent language skills in order to write, report and edit news items. Performance Objective: The student will list 5 duties a reporter may have to fullfill.	Newspaper Reporter 1. The principal duties of a reporter are writing, editing, and reporting the news. Other duties may include conducting interviews, reviewing public records, attending news events, doing research, taking pictures, and selling advertisements, subscriptions, etc. 2. A college education with a major in journalism is required for this profession. A knowledge of news photography and the ability to read and speak a foreign language are desirable skills. Personal characteristics needed are curiosity, persistence, initiative, and resourcefulness. 3. Salaries depend on the size of the newspaper and the size of the city. In 1970 salaries ranged from $100 to $135 a week for beginners; from $170 to $230 a week for experienced reporters. Small town and suburban newspapers offer the most opportunities for the beginner. 4. Favorable employment opportunities are expected for talented reporters through the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students collect Spanish newspaper articles to show the use or lack of capital letters. 2. Ask the class to bring in a variety of Spanish calendars to study the spelling of and to observe the lack of capital letters in the days of the week and the months. 3. Have the class listen to a Spanish radio program for a given period of time and then list all the words they hear that need a capital letter. 4. Have the students prepare and attractively arrange a bulletin board display with examples of the uses of capital letters and examples where Spanish does not use capital letters. Examples: lunes--Monday México--Mexico español--Spanish febrero--February Career: 1. Interview a bilingual newspaper reporter in class. 2. Listen to and discuss tapes on the newspaper reporter. 3. Have the students bring several newspapers to observe and discuss the styles of the various reporters. 4. If a member of the class is on the school paper's staff, allow him (her) to discuss his duties with the class.	Curriculum: 1. Newspapers 2. Radio Career: 1. Harlandale Audio Visual Center Film 16-223 Journalism Tapes MT 313 Newspaper Reporter MT 263 Your Future as a Newspaper Reporter Cas T 44 Reporter 2. ESC Region XX Film 2235 The Story of a Newspaperman 3. Available from H.I.S.D. high school counselors SRA Occupational Brief # 216, "Reporters" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PUNCTUATION periods, questions, exclamation and quotation marks	The student will be able to perform the following activities: 1. Translate, with 80% accuracy, using correct punctuation 6 given English sentences involving 2 declarative, 2 interogative and 2 exclamatory statements. 2. Correctly write a 6 - line original dialogue using correct punctuation and involving 2 speakers. 3. When given a written paragraph in Spanish with all punctuation missing, correctly supply the punctuation marks.	Concept: A working knowledge of punctuation, grammar, and vocabulary are essential in secretarial positions. Performance Objective The student will list at least 3 organizations or employers where a secretary might have need for the Spanish language.	Secretary 1. A secretary's duties include taking dictation, transcribing on a typewriter, and taking care of some correspondence. Secretaries work for service organizations--finance, insurance, real estate, etc.; government agencies; and for professional personnel--physicians, attorneys, etc. 2. Good hearing, discretion, good judgement and initiative are personal qualifications required of a secretary. To succeed a secretary must be poised, alert, and have a pleasant personality. Graduation from high school is essential. Further training is helpful and may be obtained from different sources; business schools, junior colleges, etc. The average rate of speed required to take dictation is 80 words a minute and type 40 words or more a minute. 3. In 1970 secretaries in small organizations averaged $522 a month; officers in small companies, $582 a month; executives in large companies, $625 a month. 4. Employment opportunities for secretaries are favorable for the 1970's due to business expansion and its complexity.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Demonstrate and have the class orally imitate examples of declarative, interrogative and exclamatory sentences, concentrating on good voice intonation rather than on word order. Example: Good: ¿Tienes tú hambre? Better: ¿Tienes hambre? 2. Have the students collect articles from Spanish periodicals and discuss the variety of punctuation marks in these articles. 3. Have the students in groups of 3 prepare short dialogs using proper punctuation. Record their oral presentations to compare them with their written forms. 4. Have the students arrange a bulletin board display with examples of unique Spanish punctuation marks. Examples: Quotations for dialog —Buenos días, clase. Questions ¿Qué pasa, Carlos? Quotation ¿Qué es el «progreso» ? Career: 1. Interview a bilingual secretary in class. 2. Listen to and discuss tapes on the secretary. 3. View and discuss films on the secretary. 4. If a member of the class is employed as a secretary, allow her to discuss her duties with the students.	Curriculum: 1. Tapes, tape recorder 2. Periodicals Career: 1. Harlandale Audio Visual Center Tapes MT 318 Clerical Occupations MT 259 Your Future as an Executive Secretary Cas.T 43 Secretary 2. ESC Region XX Films 4528 The Secretary - A Normal Day 4529 The Secretary - Taking Dictation 4530 The Secretary - Transcribing 3. Available from H.I.S.D. high school counselors SRA Occupational Brief #19, "Secretaries and Stenographers" Occupational Outlook Handbook Dictionary of Occupational Titles 4. Write to: National Secretaries Association Suite 410, 1103 Grand Avenue Kansas City, Missouri	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SYLLABICATION spelling, letters ch, ll, and rr	The student will be able to perform the following activities: 1. When given a list of 20 words having single consonants between vowels, correctly divide them by writing them in syllables. Example: repita re-pi-ta 2. Given a list of 10 words having two consonants coming together, correctly write the words by syllables. Example: contesto con-tes-to 3. Write and spell correctly by syllables 10 words having l, r, ch, ll, rr, dictated by the teacher. Example: nosotros no-so-tros mucho mu-cho	Concept: A typist must have a good understanding of spelling, vocabulary, punctuation, and grammar. Performance Objective: The student will list 3 organizations which employ typists.	Typist 1. The main job assignment of a typist is to produce typed copies of printed and handwritten materials. Typists work for private and public enterprises of every kind--especially in manufacturing firms, banks, insurance companies, and Federal, state, and local government agencies. 2. A typist must have finger dexterity, be accurate and neat, and have a friendly personality. A high school diploma is preferred. For most positions, 40 to 50 words a minute in typing is required. 3. In 1970 an inexperienced typist averaged $396 a month; an experienced typist averaged $457 a month. Salaries depend on location, industry, and experience. 4. Opportunities are expected to be favorable through the 1970's for this occupation. Turnover is high, and thus, more openings. The greatest demand will be for senior typists and for those who can do other types of office work.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Use overhead projector to illustrate the division of words into syllables. Have students repeat the syllables after you. 2. Collect pictures (magazines, newspapers, etc.) of items having troublesome letters and have the students identify each by saying the word in syllables. Examples: Picture of a horse —ca-ba-llo Picture of a car —ca-rro, au-to-mo-vil 3. Have the students collect Spanish newspaper articles. Allow each student to contribute at least 3 long or unfamiliar words to put on the board and divide into syllables. 4. Have each student fluently read and record a given sentence from a reading assignment by dividing every word into syllables. Do not give students advance notice of this activity which should only be done if they have mastered syllabication. Career: 1. Invite a bilingual typist to discuss and demonstrate her job. 2. View and discuss the film The Secretary-Transcribing. 3. Have interested students write to the National Secretaries Association for additional information.	Curriculum: 1. Overhead projector 2. Periodicals 3. Tapes, tape recorder Career: 1. Harlandale Audio Visual Center Filmstrip with record PR 708 (AA-61) Clerical and Stock Work Tapes Cas. T. 43 Secretary MT 318 Clerical Occupations 2. ESC Region XX Films 4529 The Secretary-Transcribing 3. Available from H.I.S.D. high school counselors SRA Occupational Brief # 252, "Typists" Occupational Outlook Handbook Dictionary of Occupational Titles 4. Write to The National Secretaries Association 1103 Grand Avenue, Suite 410 Kansas City, Missouri 64106	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NUMBERS 1--1,000, mathematical problems, and telling time.	The student will be able to perform the following activities: 1. Correctly count orally and record in the following manner: a. 1-20 by ones b. 20-100 by tens c. 100-1,000 by hundreds 2. Spell in writing with 80% accuracy the following numbers: a. 20-30 by ones b. 10-100 by tens 3. Read and solve orally and correctly 10 mathematical problems from a mimeographed sheet involving addition, subtraction, multiplication and division. 4. From a given time schedule, correctly read orally all of the hours listed. 5. When dictated 5 clock settings, convert them by writing them in time vocabulary. Example: 2:15 dos y cuarto	Concept: A claim examiner must be able to express himself clearly and must be able to perform mathematical calculations accurately. Performance Objective: The student will explain, to the satisfaction of the teacher, the reason a claim examiner might benefit from a knowledge of a foreign language.	Insurance Claim Examiner 1. A claim examiner investigates details of an insurance loss. He reviews claim applications, interviews policyholders, consults policy files, and calculates benefit payments. He may work for a life, accident, and disability or a property and liability insurance company. 2. Because of the amount of communication involved, a claim examiner must be able to express himself clearly. He must be able to adapt his manner of writing and speaking to the different educational backgrounds of his company's clients. College graduates are preferred but high school education applicants are accepted. On-the-job training may be obtained. However, in order to advance in the organization a college degree is necessary. 3. The salary of a claim examiner varies by type of company and location. In 1970 claim examiners averaged between $7,700 and $13,000. Supervisors averaged between $9,200 and $14,600. 4. No comparable increase in examiner manpower is expected through the 1970's. The few openings that will occur will be in the metropolitan areas.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Use teacher-made flashcards of hard-to-pronounce numbers. Examples: 6, 10, 15, 50, etc. 2. Have the students record a short personal talk giving their age, address, phone number, number of family members, weight and height. 3. Using a large student - or teacher - made clock, have students read out clock settings (3:15, 1:30) indicated by you. 4. Have the students collect grocery tapes, sales slips, etc. for students to read and explain the math involved to the class. Career: 1. Interview a bilingual insurance examiner in class. 2. Listen to and discuss films on insurance occupations. 3. Have interested students write to the Institute of Life Insurance for additional information.	Curriculum: 1. Tapes, tape recorder 2. Miscellaneous sales tickets Career: 1. Harlandale Audio Visual Center Tapes MT 276 - Your Future As An Insurance Salesman Cas.T-53 Insurance Salesman 2. Available from H.I.S.D. high school counselors Occupational Outlook Handbook Dictionary of Occupational Title 3. Write to: Institute of Life Insurance 277 Park Ave. New York, N.Y. 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DAYS, MONTHS, SEASONS	The student will be able to perform the following activities: 1. When given a list of 12 dates, read them orally to the class with 90% accuracy. Examples: October 12, 1492, November 22, 1963, etc. 2. Correctly list in writing the months of each season. 3. Discuss orally the months during which at least 3 school sports are played. 4. Describe in a ½ page paragraph the weather during each of the 4 seasons of the year.	Concept: A knowledge of the appropriate foreign language for the region would be an asset to the automotive mechanic. Performance Objective: The student will list at least 3 types of automotive mechanics.	Automotive Mechanic 1. An automotive mechanic performs preventive maintenance, diagnoses breakdowns and makes necessary repairs. A mechanic may work in one of the following areas: motor overhauling and engine repair, transmission service and repair, frame and axle repair, and cooling system repair. 2. Most employers prefer young vocational high school automotive graduates. Some training is also offered by technical schools. Most mechanics learn the trade through on-the-job training. Some personal qualities needed are a mechanical aptitude, manual dexterity, good health, average physical strength, good hearing, good eyesight, and the ability to express himself clearly. 3. Beginning automotive helpers and trainees earn between $2 and $2.25 an hour. Experienced mechanics employed by automobile dealers earned between $5.16 and $6.13 an hour in 1969. Some mechanics also work on a commission basis. Advancement may be to repair shop foreman, service salesman or service manager. 4. Employment in this field will increase moderately through the 1970's, with better opportunities for the qualified and experienced mechanic.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have students bring Spanish calendars to study the days of the week and the name of the Saint of each day in a given week, or month. 2. Have the students prepare a chart showing the months of each season to put on the bulletin board. 3. Have the students prepare a bulletin board display illustrating each season with one word and one picture from a magazine, or newspaper, etc. Example: la primavera — verde, lluvia, etc. --picture of flowers, birds, etc. 4. Have the students prepare a short oral talk on their favorite day, month and season. Career: 1. Interview a bilingual automotive mechanic from the community in class. Invite your high school auto mechanics instructor to speak to the class. 2. Listen to and discuss tapes on the auto mechanic. 3. If it's possible have the class visit an automotive repair shop or the school's auto mechanics class. 4. Have interested students write to the Automobile Manufacturers Association, Inc. for more information.	Curriculum: 1. Calendars 2. Magazines Career: 1. Harlandale Audio Visual Center Tapes MT 212 Your Future as a Service Station Owner/ or Operator MT 213 Your Future as an Auto Mechanic Cas.T 49 Auto Mechanic Filmstrip with record PR 707 (AA-59) Working With Cars 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #85, "Automotive Mechanics" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to: Automobile Manufacturers Association, Inc. 320 New Center Building Detroit, Michigan 48202	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ARTICLES Definite and indefinite articles	The student will be able to perform the following activities: 1. Write the correct (singular/plural, masculine feminine) definite article before each of 20 given nouns. 2. Given 10 nouns, correctly tell the appropriate (singular/plural, masculine/feminine) indefinte article needed. 3. Translate, with 80% accuracy, 10 English sentences using the definite or indefinite articles whenever needed. Example: I like popular music. Me gusta la musica popular. She has the book. Tiene el libro.	Concept: A probation officer must be able to speak and write effectively. Performance Objective: The student will discuss, to the satisfaction of the teacher, the duties of a probation officer.	Probation Officer 1. A convicted person who is not sent to a correctional institution is released under the supervision of a probation officer. The officer's first duty is to gather all the facts pertinent to his defendant to help the court decide whether he gets a probated sentence or not. If probation is granted, the officer counsels the offender in an effort to help him solve his social and personal problems. 2. High educational standards are recommended for this career, but, due to the shortage of able and fully trained applicants, these aren't always enforced. Most courts or agencies require a bachelor's degree. A probation officer must have emotional stability, common sense, self-discipline, objectivity, and knowledge of his local and regional area. 3. In 1969, a beginning officer earned between $6,500 and $9,948 a year; an experienced officer, up to $20,000; a supervisor, between $7,500 and $16,000; a director, between $12,000 and $35,000. In the Federal government salaries range between $7,800 and $30,000. 4. Employment opportunities will continue to be good as cities, counties, etc. expand their probation departments to meet the rise in crime and delinquency.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum:	Curriculum:	
1. Listen to a Spanish radio program for 10 minutes. Have students list all the definite and indefinite articles heard.	1. Radio	
2. Have the students arrange a bulletin board using pictures for nouns and a printed appropriate article before each picture. Display all of the articles.	2. Magazines	
3. Do word games using the articles. See appendix for example.	3. Tapes, tape recorder	
4. Use any appropriate language tapes dealing with the articles, if they are available. These usually accompany the students' texts. They may also be teacher-made.		
Career:	Career:	
1. Invite a bilingual probation officer from the local juvenile court to speak to the class.	1. Available from H.I.S.D. high school counselors SRA Occupational Brief #289, "Probation and Parole Workers" Occupational Outlook Handbook Dictionary of Occupational Titles	
2. Have the students collect newspaper articles over a period of a week about probated sentences. Conduct a general discussion on the cases--whether probation was merited or not, length of sentences, etc.	2. Write to American Correctional Association P. O. Box 10176, Woodridge Station Washington, D. C. 20018	
3. Have interested students write to the American Correctional Association for additional information in this field of work.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NOUNS Number, Gender	The student will be able to perform the following activities: 1. When given a list of 20 nouns in English, orally translate them with 80% accuracy. 2. Given 10 singular nouns in Spanish, correctly write the plural of each. 3. When given 10 masculine nouns in Spanish, correctly write the feminine form for each. 4. Match, with 80% accuracy, the nouns in a given column with the appropriate adjectives in a given column. Example: Column I 1. casa 2. estudiante 3. chicas Column II A. francesas B. blanca C. alto	Concept: A telephone operator must have a pleasing voice, a good vocabulary, and good diction. Performance Objective: The student will list at least 2 duties of a PBX operator in which a knowledge of Spanish might be helpful.	PBX Operator 1. A PBX operator runs a switchboard which serves business offices and other establishments. She (He) answers and relays outside information to callers and records charges for switchboard calls. PBX operators work in manufacturing plants, hospitals, schools, and department stores. 2. Employers prefer a person who has at least a high school education. A PBX operator must enjoy serving the public, be pleasant and courteous at all times and must have a good memory. Most PBX operators receive on-the-job training. 3. In 1970, the median weekly salary of a PBX operator was $113. Salaries vary according to the industry and the location. Earnings were higher in public utilities, lower in retail trade and services. 4. The number of PBX operators is expected to rise throughout the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Play word games using nouns: categorizing, etc. See appendix. 2. Collect magazine pictures to use as flashcards. Ask students to name all objects or things they see. Example: Scene of a bedroom — cama, mesa, silla, cortina, etc. 3. Listen to a Spanish radio program for 5 minutes and have students name or list all the nouns they heard. Tape program for accurate number when checking themselves. 4. Use language tapes corresponding to this lesson (nouns), if they are available. These usually accompany the students' texts. 5. Have the students write original riddles on nouns. See appendix for example. Career: 1. Invite a PBX operator to talk to the class, preferably in Spanish. 2. Listen to the tape "Telephone Operator", by Brown and Associates. 3. Assign students by groups of two to role play several duties of an operator before the class. 4. Have interested students contact the local telephone company for further information on this occupation.	Curriculum: 1. Tapes, tape recorder 2. Periodicals 3. Radio Career: 1. Harlandale Audio Visual Center Magnetic Tape Mt 321 Telephone Operator 2. Available from H.I.S.D. high school counselors SRA Occupational Brief 356, "Private Switchboard Operators" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to American Telephone and Telegraph Company 195 Broadway New York, New York 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ADJECTIVES Number, Gender	The student will be able to perform the following activities: 1. When given a list of 20 English adjectives, orally translate them with 80% accuracy. 2. Write the plural form of 10 given singular Spanish adjectives. 3. When given 10 masculine adjectives in Spanish, correctly write the feminine form for each adjective. 4. Orally describe himself (herself) giving at least 5 characteristics or traits.	Concept: The ability to communicate information accurately is a necessary quality of a receptionist. Performance Objective: The student will be able to discuss, to the satisfaction of the teacher, the main duty of a receptionist.	Receptionist 1. A receptionist greets customers, visitors, patients, etc. and directs them to the appropriate office or official. Other duties vary depending on the size and type of establishment but they may include answering the phone, keeping records, and doing some clerical work. Receptionists are employed by physicians, attorneys, hospitals, educational institutions, banks, insurance companies, and other business concerns. 2. Most receptionist are only required to have a high school diploma. High school training in business courses are helpful to a beginner. The receptionist is her employer's public representative and thus, she(or he) needs certain personal characteristics, such as a pleasant manner, an even disposition, an attractive personal appearance, a pleasant speaking voice, and the ability to communicate information accurately. 3. A receptionist's salary depends on the type and location of employer. Receptionists in the western U.S. averaged $98 a week in 1970; in the South, $85 a week; in the Federal Government, $90 a week. 4. During the 1970's the number of receptionists needed is expected to increase moderately to meet the general business expansion associated with population increase and economic prosperity.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students bring newspaper articles to give as current events. Have them underline and orally translate all the adjectives in their articles. 2. Listen to a Spanish radio program for a given period of time. Have students list the adjectives heard. Record the program for an accurate check. 3. Have students write brief want ads using few but precise words. 4. Have students prepare, deliver, and record individual campaign speeches about themselves. 5. View films in Spanish and discuss adjectives used. 6. Do word games using adjectives. Career: 1. Interview a bilingual receptionist in class. 2. Have the students list all the places where they encountered receptionists in the last 2 days. 3. Have interested students write to the Office Employees International Union for more information about this occupation.	Curriculum: 1. Periodicals 2. Radio 3. Tapes, tape recorder 4. ESC Region XX Films 4877 De Tiendas 4870 En el Rancho Grande 4875 La Gallinita Sabia 4700 Oaxaca, Ciudad de Bailes 4883 Visitando Las Piramides Career: 1. Available from H.I.S.D. high school counselors SRA Occupational Brief # 278, "Receptionists" Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to Office Employees International Union (AFL-CIO) 265 West 14th Street New York, New York 10011	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SUBJECT AND PREPOSITIONAL PRONOUNS Number, Gender	The child will be able to perform the following activities: 1. Given an oral sentence with a singular subject pronoun, correctly change the sentence to a plural sentence. 2. When given 5 sentences having nouns or proper nouns for subjects, correctly change the nouns by writing the appropriate pronoun, Example: El nino está dormido. El está dormido. 3. Rewrite correctly 5 given sentences substituting prepositional pronouns for nouns. Example: Estudio con mi amiga. Estudio con ella. 4. Translate, with 80% accuracy, a given English paragraph of at least 5 sentences having subject and prepositional pronouns. Example: He came with her. El vino con ella.	Concept: A public relations worker must have the ability to express his thoughts clearly and simply. Performance Objective: The student will tell of at least one communications media that might require him to use a foregin language.	Public Relations Worker 1. A public relations worker is employed by business firms, professional associations, and consulting firms. His duty is to help his employer build and maintain a favorable image to the public. He does this by providing information about his employer to all channels of communications, newspapers, magazines, radio, and television. 2. A public relations worker must possess creativity, initiative, drive, and the ability to express himself clearly and simply. Previous experience in journalism or broadcasting is also an asset. Most employers require that this type of employee be a college graduate. Some firms provide formal training for new employees. Promotion to supervisory and managerial positions is based on merit. 3. In 1970, salaries for trainees ranged between $4,600 to $7,500. Consulting firms in large cities pay the highest salaries. Directors of public relations in medium - size firms earned $14,000 to $18,000 a year; in large corporations, $15,000 to $25,000. Those employed by non-profit organizations earn the lowest salaries. A workweek for public relations personnel is 35 to 40 hours. 4. Employment is expected to expand rapidly through the 1970's, as business activity rises.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students prepare a chart on poster board to put on the bulletin board of the subject and propositional pronouns. (Remind them that they are the same except for mí and tí.) 2. Have the students listen to a Spanish radio newscast (about 5 or 10 minutes) and ask them to list all the subject and prepositional pronouns heard. To check their accurary record the newscast. 3. Have each student write and read to the class a paragraph half a page in length. Have classmates list subject and prepositional pronouns under the appropriate category. 4. Read a meduim - sized newspaper article to the class and have them categorize and list all subject and prepositional pronouns in the article. Career: 1. Interview a bilingual public relations worker or director in class. 2. Listen to and discuss tape on the public relations worker. 3. Have interested students write to the Public Relations Society of America, Inc. for additional information on employment opportunities.	Curriculum: 1. Tapes, tape recorder 2. Newspapers 3. Radio Career: 1. Harlandale Audio Visual Center Tape MT 292 Public Relations Workers 2. Available from H.I.S.D. high school counselors. SRA Occupational Brief #77, "Public Relations Workers" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to: Public Relations Society of America, Inc. 845 Third Avenue New York, New York 10022	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEMONSTRATIVE ADJECTIVES AND PRONOUNS Number, Gender	The student will be able to perform the following activities: 1. When given a list of 10 nouns in English with a demonstrative adjective, correctly write the translation to each phrase. Example: that hat ese sombrero 2. When given 10 nouns, correctly match each with the appropriate demonstrative adjective. Example: chico estos libros aquella taza ese 3. Rewrite 10 given sentences, with 95% accuracy, substituting the demonstrative adjectives with pronouns. Example: Este papel es mío. Éste es mío. 4. Answer correctly at least 5 questions using demonstrative pronouns. Example: ¿Le gustan estos guantes? Sí, me gustan ésos.	Concept: A translator deals with the written word in helping people of different nations to communicate with each other. Performance Objective: The student will name 4 organizations who may use the services of a translator.	Translator 1. A translator deals with the written word. He translates published scientific books and articles, research reports, correspondence, advertising, etc., if he is employed by a commercial translation agency. A translator may work for the United Nations, the government, for a business, or an industry, or for publishers or radio and television stations. 2. A translator must be proficient in a foreign language (languages) and well versed in the history, economics, government, etc., of the countries in which the language is spoken. He must be able to work quickly and accurately. A college education is a necessity. 3. A full time translator may earn from $7,000 to $30,000 a year, depending on his subject knowledge and his language proficiency. A translator in the United Nations with fluency in at least 3 official languages (French, English, Spanish, Russian, and Chinese) earns from $7,500 to $15,000 a year. 4. The need for linguists is increasing at a very rapid rate. Their demand will continue in the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students prepare charts on poster board to put on the bulletin board showing all of the demonstratives (singular/plural, masculine/feminine). 2. View films in Spanish and discuss the use of demonstratives in these films. 3. Have the students underline all demonstratives found in the current events they bring. 4. Do word games using demonstrative adjectives and pronouns. 5. Use language tapes that correspond to this lesson if they are available. These usually accompany the student's text but they may also be teacher-made.	Curriculum: 1. Newspapers 2. Tapes, tape recorder 3. ESC Region XX Films 4878 El Cuento de Hansel y Gretel 4882 Haciendo Canastas 8498 Los Tres Osos 4598 Un Pueblo de España	
Career: 1. Interview a translator from the community if possible. 2. Have students collect, exchange, and translate newspaper want ads to experience the job of a translator. Check their speed and their accuracy. 3. Have interested students obtain more information by writing to the American Translators' Association.	Career: 1. Available from the H.I.S.D. high school counselors SRA Occupational Brief # 143, "Translators" Dictionary of Occupational Titles 2. Write to American Translators' Association P. O. Box 489, Madison Square Station New York, New York 10010	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PRESENT TENSE Regular Verbs	The student will be able to perform the following activities: 1. Correctly answer at least 10 questions asked by the teacher using the present tense of regular verbs. Example: ¿ Dónde vive? Vivo en San Antonio. 2. Given a list of 10 sentences having a singular verb, correctly rewrite them having a plural verb. Example: Habla español. Hablan español. 3. Given 20 sentences, complete the statement by supplying the correct verb form of the infinitive given, with 90% accuracy. Example: Yo no ___ eso. (creer) 4. Correctly translate, with 80% accuracy, at least 5 sentences using the present tense of regular verbs. Example: He and I eat alot El y yo comemos mucho.	Concept: An employment interviewer must like and be able to work with many different kinds of people. Performance Objective: The student will describe at least 3 duties of an employment interviewer.	Employment Service Interviewer 1. An employment interviewer works for a private or public employment service. He interviews an applicant and learns about the latter's interests, abilities, work preferences and special needs, and his personality. Then he tries to find a suitable job for him. Other duties may include contacting employers about their needs, setting up interviews between applicants and employers, checking applicants' references, interpreting test scores, and sometimes counseling applicants. 2. To be successful an interviewer must be able to work with people, have above-average intellignece, be tactful and have the ability to analyze a situation. Educational requirements vary. Some public agencies require a college degree. Others consider those who have had responsible and appropriate experience in personnel or labor relations. Private agencies prefer that all their interviewers have some college. 3. In private agencies starting salaries range from $300 to $600 a month; in public agencies, from $3,500 to $7,800 a year. Experienced interviewers earn between $5,000 and $12,000 a year. Top workers may earn from $10,000 to $29,000 a year. 4. Employment prospects are excellent for this field due to the continuing growth of the work force.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Collect magazine pictures showing a person or persons doing something and have students name the activity depicted. Example: A picture of a boy with a book opened — lee, aprende, etc. Several responses may be acceptable. 2. Have the class listen to a Spanish radio program (10-15 minutes) and list all the regular verbs in the present tense they hear, even those in songs, commercials, etc. (A Television program may be used). 3. Play word games using verbs. See appendix for examples. 4. Have the students in groups of 3 give a short original oral dialog using the present tense. 5. Have the class use drill tapes that correspond to this lesson if they are available. These usually accompany the students' texts. They may also be teacher-made. Career: 1. Interview a bilingual employment service interviewer in class. 2. Listen to and discuss tapes on this type of counselor. 3. Visit the local employment office to observe interviewers at work. 4. Have interested students write to the Bureau of Employment Security for additional information. See appendix for address.	Curriculum: 1. Tapes, tape recorder 2. Magazines 3. Radio Career: 1. Harlandale Audio Visual Center Filmstrip F72 The Job Interview Tapes Cas.T 32 Business Consultant Cas.T 33 Personnel Counselor MT 291 Personnel Workers 2. Available from H.I.S.D. high school counselors SRA Occupational Brief # 325, "Employment Service Interviewer" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PRESENT TENSE **Irregular Verbs**	The student will be able to perform the following activities: 1. Answer correctly at least 5 oral questions using the present tense of irregular verbs. 2. Given 10 sentences having a singular irregular verb form, rewrite them, with 80% accuracy, having a plural verb form. Example: No traigo dinero. No traemos dinero. 3. Given 20 sentences, complete the statements by writing the correct form of the infinitive in parentheses. Example: La profesora _____ la verdad (decir). 4. Orally translate, with 80% accuracy, 5 given sentences using the present tense of irregular verbs. Example: They don't want to go. No quieren ir.	Concept: The ability to speak and write effectively is a prerequisite for the position of personnel director. Performance objective: The student will list the 2 main duties of a personnel director.	Personnel Director 1. A personnel director aids his employer by attracting and hiring the best employees available. He is responsible for matching the employees to the jobs they can do most effectively. Other duties include counseling employees, planning wages, dealing with disciplinary problems, classifying jobs, and handling employee - management relations. 2. A personal qualification required of a personnel director is a better-than-average aptitude for working with people of all levels of intelligence and experience. Most industries, businesses, and government agencies require their personnel director to be a college graduate. 3. In 1970, directors of personnel earned between $12,500 and $22,000. Some top personnel executives in very large corporations earned considerably more, as did those in charge of major departments in the Federal Government. 4. Many opportunities are expected through the 1970's for college graduates who enter personnel work. The rise in the nation's employment will necessitate a great need for personnel directors.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS

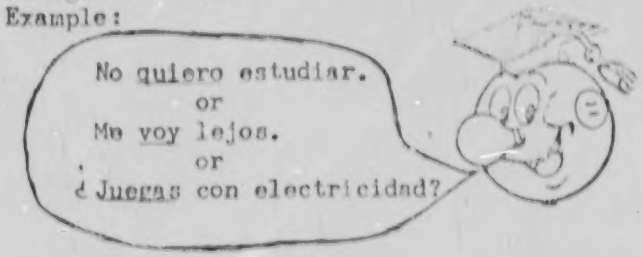
Curriculum:

1. Have students pantomime verbs of action using their imagination and dramatic talent. Have others identify the activity.
   Examples: duermo, me caigo, etc.

2. Use any appropriate language tapes dealing with the present tense. These usually accompany the students' texts.

3. Play word games using the present tense of irregular verbs.

4. Have the students draw caricatures with each characte. saying a statement exemplifying different categories of irregular verbs.
   Example:



Career:

1. Have the class interview a bilingual personnel director.

2. Invite the school district's personnel director to speak to the class about his duties and what he expects from job applicants.

3. Listen to and discuss tapes on personnel workers.

4. Have interested students write to the American Society for Personnel Administration for additional information.

Curriculum:

Tapes, tape recorder

Career:

1. Harlandale Audio Visual Center

   Tapes
   MT 291 Personnel Workers
   Cas T 33 Personnel Counselor

2. Available from H.I.S.D. high school counselors

   SRA Occupational Brief #734, "Personnel Worker"
   Occupational Outlook Handbook
   Dictionary of Occupational Titles

3. Write to
   American Society for Personnel Administration
   52 East Bridge Street
   Berea, Ohio 44017

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
USES OF SER AND ESTAR Location, condition, origin, and characteristic	The student will be able to perform the following activities: 1. When given 10 sentences with the verb missing, correctly supply the correct form of the verb to be. Example: Los García ____ de México. La Señora Campos ____ cansada. 2. Write an original sentence using the correct form of the verb to be expressing: a. location b. characteristic c. condition d. origin 3. Correctly translate orally at least 5 sentences having a form of the verb to be. Example: My family is nice. Mi familia es simpática. My sister is in France. Mi hermana está en Francia.	Concept: A sales clerk must have the ability to communicate clearly and the ability to deal with different personalities. Performance Objective: The student will name 3 places of employment where a sales clerk might have to use a foreign language.	Sales Clerk 1. The duties, skills needed and responsibilities of a salesclerk depend on the type and size of the store. A sales clerk may work for a drug, grocery, or department store, door to door sales company, or mail-order house. His duties are selling, making out sales or charge slips, receiving cash payments, giving change and receipts, exchanging merchandise, and keeping his department presentable. 2. A high school graduate is preferred. An applicant is interviewed and sometimes tested to determine his aptitude for sales work. Some desirable characteristics are a pleasing personality, an interest in sales work, and a neat appearance. Employees showing initiative and ability may be promoted to executive positions. 3. Salaries for sales clerks range from the minimum wage of $1.60 to union contracts of $3 or more for experienced sales clerk. Some clerks also receive commissions--a percentage of the sales they make. In addition to the usual benefits of insurance, hospitalization, etc., sales clerks are usually allowed to purchase merchandise at a discount, ranging from 10% to 25% below regular price. 4. The number of sales clerks is expected to increase slowly through the 1970's. Most of the demand will be for persons who are skilled in salesmanship and well informed about the merchandise they sell.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Hand out Spanish newspaper articles and have the students underline every form of the verb to be (ser or estar) and give the reason ser or estar was used. Example: El presidente está en el Panama esta semana. Está--shows location 2. Have the students prepare a chart on poster board showing the difference in meaning when ser and estar are used with the same adjective. Example: Soy triste. Estoy triste. type of person temporary condition 3. Have the students write riddles titled "Qué soy yo?". Classmates will guess by the clues given. 4. Use appropriate language tapes dealing with ser and estar if they are available. These usually accompany the students' texts. Career: 1. Listen to and discuss tapes on salespeople. 2. Ask students in the class who are employed as sales clerks to discuss their jobs with the rest of the class. List their various places of employment. 3. Have interested students write to the National Retail Merchants Association for more information.	Curriculum: 1. Newspapers 2. Tapes, tape recorder Career: 1. Harlandale Audio Visual Center Tapes MT 216 Your Future in Selling Cas T 32 Salesman 2. ESC Region XX Films 2397 The Clerk 4956 The Department Manager 3. Available from H.I.S.D. high school counselors SRA Occupational Brief #116, "Department Store Salespeople" Occupational Outlook Handbook Dictionary of Occupational Titles 4. Write to National Retail Merchants Association 100 West 31st Street New York, New York 10001	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
VERBS - TO KNOW TO ASK Saber, conocer pedir, preguntar	The student will be able to perform the following activities: 1. When given 10 sentences, complete the statements, with 80% accuracy, by writing the correct form of the verb <u>to know</u>. Example: Juan no ____ si va a llover. 2. Translate orally, with 80% accuracy, at least 5 sentences having a form of the verb <u>to know</u>. Example: John knows the teacher. Juan conoce a la maestra. 3. When given 10 sentences, complete all the statements by writing the correct form of the verb <u>to ask</u>. Example: Los alumnos__ mucho tiempo. 4. Orally translate at least 5 sentences having the verb <u>to ask</u>. Example: She asks about the dog. Pregunta por el perro.	<u>Concept</u>: A lawyer must be an expert public speaker. <u>Performance Objective</u>: The student will be able to list the 3 areas where lawyers are employed and one personal qualification required of lawyers.	<u>Lawyer</u> 1. A lawyer advises his client as to his rights and obligations when he is in need of legal help. Most lawyers are in private practice. Some are employed by government agencies. Some are teachers in law schools. Most lawyers engage in general practice, handling all kinds of legal work. Many specialize in one branch of law such as corporation, criminal, etc. 2. Seven years of full-time study after high school ---4 years of college and 3 years in law school--is necessary before becoming a lawyer. Personal requirements include U.S. citizenship, a good moral character, and the ability to work with others. 3. Lawyers' salaries increase with experience. Lawyers in law firms earn more than those who practice alone. Starting salaries in 1970 for those lawyers in law firms were $15,000 a year; in business firms, $11,500; and for those in government agencies, between $9,881 and $11,905. 4. Highly qualified graduates from prominent law schools will find good employment opportunities. Salaried positions will be largely available in the metropolitan areas. Private practice will be best in small towns and suburban areas.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students prepare, deliver, and record short dialogs using to know and to ask correctly in Spanish. 2. Listen to a Spanish radio program for 15 minutes. Have the students list any form of the verbs saber, conocer, pedir and preguntar they hear. 3. Play word games using forms of the verbs to know and to ask. 4. Use appropriate language tapes dealing with these verbs. These usually accompany the students' textbooks. They may also be made by the teacher. Career: 1. Interview a bilingual lawyer from the community in class. 2. Invite a law professor from the local university law school to speak to the class. 3. Listen to and discuss tapes on lawyers. 4. Have interested students write to the American Bar Association for additional information on this profession.	Curriculum: 1. Tapes, tape recorder 2. Radio Career: 1. Harlandale Audio Visual Center Tapes MT 315 Lawyers Cas T 47 Lawyer 2. Available from H.I.S.D. high school counselors SRA Occupational Brief # 9, "Lawyers" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to American Bar Association 1155 East 60th Street Chicago, Illinois 60637	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POSSESSIVE ADJECTIVES AND PRONOUNS Number, gender	The student will be able to perform the following activities: 1. Correctly translate 5 English phrases showing possession to Spanish. Example: John's pen. La pluma de Juan. Her book. Su libro. 2. Answer correctly 5 questions using possessive adjectives. Example: ¿Es su casa blanca? No, mi casa es verde. 3. When given 10 sentences, each having a noun with a possessive adjective, change orally, with 95% accuracy, substituting the noun and its adjective with a possessive pronoun. Example: Tu libro está en la mesa. El tuyo está en la mesa. 4. Correctly complete the translation of at least 10 sentences having possessive pronouns. Example: Ours is old. El nuestro es viejo.	Concept: Since a speech clinician works with all kinds of people, she would benefit from a knowledge of the appropriate foreign language for the region. Performance Objective: The student will list 4 places or organizations that employ a speech clinician.	Speech Clinician 1. A speech clinician or therapist first determines the probable causes of an individual's speech and language difficulties or disorder. Then she plans interesting and effective lessons to improve the person's speaking ability. With the assistance of a psychologist, a physician, a school counselor, a teacher, or a parent she helps children and/or adults. She may work for a hospital, clinic, public school, or a private agency. 2. A beginning clinician with a bachelor's degree may be certified by the American Speech and Hearing Association after she (he) obtains a master's degree, completes 60 hours of academic courses in speech training, completes 275 hours of clinical training and 1 year of employment experience, and takes a special examination. Desirable personal qualities include patience, perseverance, a good sense of humor, and good speech habits. 3. Beginners with a B.S. start at $6,400 a year. School speech clinicians average about $8,900 a year. In colleges salaries range from $8,300 to $15,000 for 9- or 10-month contracts. These salaries are sometimes supplemented by part-time private practice. 4. There are many openings in this field of work. Advancement may be to supervisory or administrative positions.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the class arrange a bulletin board display using pictures for nouns and an appropriate printed possessive adjective before each picture. Have an example of each possessive. Example: tu 2. Have the students collect short Spanish newspaper articles. Have them change any articles to possesive adjectives so that they now have a new story. Example: La casa estaba en llamas cuando llegaron los bomberos. Su casa estaba....nuestros bomberos. The statements must make sense. 3. Listen to a Spanish radio program for 15 minutes. Have the students list all the possessive adjectives and pronouns they hear. Record for an accurate check. 4. Do word games using possessives--crossword puzzles, etc. Career: 1. Interview a bilingual speech clinician in class, or invite the school speech clinician to speak to the class. 2. Listen to and discuss tape on the speech pathologist. 3. Have the class visit the speech and hearing clinic in the school district or one in the local university or college. 4. Have interested students write to the American Speech and Hearing Association for more information. See appendix for address.	Curriculum: 1. Radio 2. Newspapers 3. Magazines Career: 1. Harlandale Audio Visual Center Tape MT 300 Speech Pathologist and Audiologist 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #148 "Speech and Hearing Clinician" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NEGATIVES Double Negatives, Position of negatives.	The student will be able to perform the following activities: 1. When asked 3 oral sentences requiring a negative answer, correctly answer each. Example: ¿Es usted el Presidente de los Estados Unidos? No, no soy. 2. Orally and correctly answer as negatively as possible 10 given questions giving both patterns: No - verb-negative; negative - verb. Example: ¿ Tiene Ud. razón siempre? No, no tengo razón nunca. No, nunca tengo razón. 3. In writing, translate, with 80% accuracy, 5 given sentences having double negatives. Example: We don't know anyone. No conocemos a nadie. 4. Tell the opposites of all negative words, with 90% accuracy. Example: nunca siempre	Concept: An individual planning to be a detective should study at least one foreign language. Performance Objective The student will name 5 organizations which employ detectives.	Detective 1. A detective is a member of the law-enforcement team. As an investigator he gathers evidence that leads to the solution of a crime and the arrest of a criminal. Detectives work for local governments (police departments), private detective agencies, department stores, hotels, and industry. They interview witnesses and suspects, assist prosecutors in preparing and presenting cases in court, and testify in court. 2. The minimum educational requirement is a high school diploma. A detective usually has been promoted after serving as a member of the uniformed police. A high percentage of applicants for the police department have had 1 or 2 years of college. A candidate must meet certain height and weight requirements, be between 21 and 35 years of age, and must have initiative, good judgement, the ability to accept responsibility, a good memory and mental alertness. 3. The salary of a detective depends on the size and location of the city. The beginning policeman earns between $3,000 and $7,500 a year. A newly appointed detective earns between $6,500 and $9,600 a year. Advancement is to chief of detectives or similar administrative positions with salaries ranging from $8,500 up to $25,000. 4. The outlook for jobs in investigative work is fair.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Listen to a Spanish radio program for about 15 minutes. Have the students list all the negative words they hear. 2. Role play a "Jury trial". Allow 2 students to be lawyers, several others witnesses. Have them use as many negatives as possible in their dialog compositions. 3. Have each student bring a current event in Spanish (or one in English but they'll have to translate it). Have them pick out and list all negative words in the articles. 4. Have the students prepare a chart to place on bulletin board showing all the negative words and their opposites. Examples: no- sí nada- algo Career: 1. Interview a bilingual detective in class. 2. Listen to and discuss tapes on the policeman. 3. Have the students give current events in which detectives have been involved. 4. Have interested students write to the International Association of Chiefs of Police for additional information.	Curriculum: 1. Radio 2. Newspapers Career: 1. Harlandale Audio Visual Center Tapes: MT 265 Your Future as a Policeman Cas.T 29 Policemen MT 323 Police Officers 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #274, "Detectives" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to: International Association of Chiefs of Police, Inc. 1319 Eighteenth Street, N.W. Washington, D. C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
IDIOMS WITH TENER	The student will be able to perform the following activities: 1. List at least 8 idioms with tener. Example: tener calor, tener hambre, etc. 2. Orally translate at least 10 sentences using idioms with tener. Example: Tengo miedo. I'm afraid. 3. Answer correctly at least 5 questions using idioms with tener. Example: ¿Tienen Uds. frío o calor? Tenemos frío.	Concept: An interpreter deals with the spoken word in making communication possible among people of different nations. Performance Objective: The student will be able to list 4 personal qualities needed to be a successful interpreter and at least 4 areas where interpreters are employed.	Interpreter 1. An interpreter deals with the spoken word of a foreign language. He may work for a business, an industry, the government, or in the United Nations. Since interpreting is a form of impromptu public speaking, a good speaking voice, poise, self-confidence, excellent ability to concentrate, and a good memory are some personal qualifications needed by an interpreter. An interpreter also must have a reading knowledge of at least one foreign language and a good background of information about the countries in which that language is spoken. 2. Nearly all foreign language jobs require a good training in languages through high school and college. A linguist is encouraged to read and study independently about the countries in which the language is spoken through books, motion pictures, travelogues, and travel. 3. Top flight interpreters earn from $80 to $100 a day. Rates depend on the language and on the kind of material being interpreted. 4. There is a great demand for linguists at home and in overseas service, work with foreign national participation in international conferences and in many other assignments which require foreign language proficiency.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have some students pantomine activities requiring the use of idioms with tener for others to identify. Example: A student holding his stomach. Guess: Usted tiene hambre. 2. Have the students arrange a bulletin board display using magazine pictures with an appropriate sentence having an idiom with tener. Example: A lady in a coat. (picture) Ella tiene frío. (sentence) 3. Listen to a Spanish radio program and have the students list all the idioms with tener they hear. 4. Hand out English newspaper articles and have the students pick out and orally translate into Spanish any phrases that are idioms.	Curriculum: 1. Magazines 2. Radio 3. Newspapers	
Career: 1. Interview an interpreter in class. 2. Have the students role play an interpreter. The more fluent students could be the interpreters and the others, the speakers. A radio can also be used for this activity. Check on their accuracy, speed, intonation, etc. 3. Have interested students write to the Institute of International Education for employment information in this profession.	Career: 1. Available from H.I.S.D. high school counselors SRA Occupational Brief #143, "Translators and Interpreters" Dictionary of Occupational Titles 2. Write to Institute of International Education 809 UN Plaza New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DIRECT OBJECT PRONOUNS Number, gender, position	The student will be able to perform the following activities: 1. Rewrite correctly at least 5 sentences substituting the direct object nouns with the appropriate pronouns and placing them in their proper place. Example: No veo la casa. No la veo. 2. Translate orally and correctly at least 5 sentences using direct object pronouns. Example: Does he invite you? ¿Te invita? 3. Answer at least 2 questions orally and correctly using direct object pronouns. Example: ¿Quién tiene los discos? Ricardo los tiene.	Concept: The internal revenue agent must be able to express himself well in dealing with all types of people. Performance Objective: The student will discuss, to the satisfaction of the teacher, the role of the internal revenue agent in our government.	Internal Revenue Agent 1. The Internal Revenue Service supervises the collection of federal taxes and sees to it that tax laws are honestly and fairly applied. An IRS agent examines and audits taxpayers' returns, checks accounting books and records, and, if necessary, investigates other sources of information. He may also give technical advice to taxpayers and to government attorneys concerned with tax cases. 2. The IRS agent must have the ability to work with all types of people, the ability to work with numbers and the ability to be firm without being rude or offensive. A four year college education with twenty-four semester hours in accounting or related subjects is necessary. The new agent starts on a six month internship to train for the work. 3. An IRS agent starts at $8,555 a year; with a bachelor's degree and superior academic qualifications, at $10,012 a year, those with a master's degree, at $10,819. Salaries of about 56% of the agents presently range from $12,600 to $17,500. More than 30% earn from $17,700 to $31,500 a year. 4. The need for internal revenue agents is expected to increase as the population grows and the volume of tax work increases.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Using transparencies show appropriate direct object pronoun substitution and their proper position. Example: Tengo la pluma. La --fem., sing. La tengo. Before the verb 2. Play oral word games using direct object pronouns. See appendix for examples. 3. Have the students collect Spanish newspaper articles, underline all direct object pronouns, and tell whether the pronoun refers to a person, place, or thing. 4. Have the class make a chart for the bulletin board of all the direct object pronouns. Career: 1. Invite a local bilingual Internal Revenue Agent to speak to the class. 2. Listen to and discuss tape on the Internal Revenue Service. 3. Over a period of a week, have students give current events of cases where IRS agents have found and proved fraudulent tax cases. 4. Have the students visit the local IRS office if there is one available. Have those that are interested in this field of work write to the Internal Revenue Service for additional information.	Curriculum: 1. Newspapers 2. Overhead projector, transparencies Career: 1. Harlandale Audio Visual Center Tape MT 281 Your Future in the Internal Revenue Service 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #335, "Internal Revenue Agents" Occupational Outlook Handbook 3. Write to Internal Revenue Service Department of the Treasury Washington, D. C. 20224	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIRECT OBJECT PRONOUNS Number, position	The student will be able to perform the following activities: 1. Correctly rewrite 10 given sentences, with 80% accuracy, substituting indirect object pronouns for the nouns and placing them in the proper place. 2. Correctly translate orally at least 5 sentences using indirect object pronouns. Example: She writes me a letter. Me escribe una carta. 3. Answer orally 3 questions using indirect object pronouns., Example: ¿Quién nos llama? Yo les llamo. 4. When given at least 5 sentences having double object nouns, correctly rewrite each, by steps, substituting the nouns with pronouns. Example: Vendemos la casa a los Lopez. Les vendemos la casa. Se la vendemos.	Concept: A knowledge of foreign languages is an asset to a customs inspector since he must deal with people from other countries. Performance Objective: The student will be able to tell, to the satisfaction of the teacher, of at least 2 occasions when an inspector may have to actually talk to a foreign visitor.	Customs Inspector 1. The customs inspector inspects visitors entering or leaving the country and their baggage. He makes sure that U.S. import laws aren't violated. He levies charges on items brought in or taken out over an individual duty exemption. 2. An inspector must be at least 21 years old, in good physical condition and a U.S. citizen. He must be a good judge of character, courteous, and tactful. A college degree and at least four years of experience in government, education, business or the armed forces are also required. 3. Salaries vary according the federal civil service scale. Starting salary is between $6451 and $8368 (GS-7). Promotion is based on merit and seniority. 4. The future is promising for employment in the customs service. Training, education and ability determine how far an individual may rise in this ffield of work.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Use transparencies to show appropriate indirect object pronoun substitution and position. Example: Traigo el libro a su hermano, le--masculine, singular Le traigo el libro. Le--before verb 2. Have each student write someone a letter using at least 5 sentences having indirect object pronouns. 3. Play oral word games using indirect object pronouns. See appendix for example. 4. Use language tapes on indirect object pronouns and double object pronouns, if they are available. Examples: Me da el libro. Indirect Object Me lo da. Indirect and Direct Object These usually accompany the students' texts. Career: 1. Interview a bilingual customs inspector in class from any local port of entry--border station, airline terminal, or seaport. 2. Visit a local airport, seaport or border station to observe customs inspectors at work. 3. Have interested students write to the Bureau of Customs for additional information.	Curriculum: 1. Tapes, tape recorder 2. Overhead projector Career: 1. Available from H.I.S.D. high school counselors SRA Occupational Brief #321, "Customs Workers" Dictionary of Occupational Titles 2. Write to Bureau of Customs Personnel Division 2100 K Street, N.W. Washington, D. C. 20226	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REFLEXIVE PRONOUNS AND VERBS	The student will be able to perform the following activities: 1. Given 10 sentences in English, using reflexive verbs, orally translate them with 90% accuracy. Example: He gets up early. Se levanta temprano. 2. Correctly complete by writing the correct form of the infinitive and the appropriate reflexive pronoun for 10 given sentences. Example: Roberto y yo _____ _____ mucho. (divertirse)	Concept: A candidate for motel manager is encouraged to study foreign languages and other subjects of cultural value such as history, literature, etc. Performance objective: The student will tell of at least 4 departments a manager supervises in a motel.	Motel Manager 1. A motel manager sees that his establishment operates smoothly, that its guests are satisfied and that it makes a profit. He is supervisor and administrator of all the motel's operations. Some of his departments are the front office-reservations, room assignments etc; service—bellmen, doormen, etc.; food and beverages—restaurants, bars; housekeeping—maids, housemen, etc.; and executive—credit, publicity, personnel, etc. 2. Most motels promote their own staff members to managers. Successful motel experience is the first consideration in selecting managers. However, employers are emphasizing a college education with a major in motel administration. Some junior colleges offer specialized courses in motel work. The American Hotel and Motel Association also offers home study courses. 3. The manager of a fair-sized metropolitan motel may earn between $12,000 and $20,000 a year. A manager's salary depends on the size and location of the motel. Housing, meals, and other benefits may also be added to salaries. 4. The number of motel managers is expected to increase as new motels are built, old ones are enlarged, and the number of motels increases.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have students pantomime reflexive action verbs for classmates to identify. Example: a student rubbing his hands--action Usted se lava las manos.--response 2. Have the students in 5 minutes prepare an "impromptu" talk on his activities of a normal day using as many reflexive verbs as possible. Example: Me levanto a las seis. Me desayuno a las siete. etc. 3. Allow the class to arrange a bulletin board display with drawings, pictures, illustrations, etc. depicting reflexive verbs and have them describe the activity. Example: El niño se ríe. or El niño se alegra. 4. Use language tapes on reflexive verbs or listen to a Spanish radio program for 10 minutes and have the students list all reflexive verbs heard. Career: 1. Have the class interview a bilingual motel manager from either an independent or a chain motel or both. 2. Have each student select one of the many occupations in a motel system, research the job, and briefly report orally on the particular job. Examples: director of publicity, bartender, receptionist, maid, etc. 3. Have interested students obtain more information by writing to the American Hotel and Motel Association.	Curriculum: 1. Magazines 2. Tapes, tape recorder 3. Radio Career: 1. Harlandale Audio Visual Center Tape MT 355 Hotel Manager 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #313, "Hotel and Motel Managers" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to American Hotel/Motel Association 221 West 57th Street New York, New York 10019	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
VERBS REQUIRING INDIRECT OBJECT PRONOUNS encantar, faltar gustar	The student will be able to perform the following activities: 1. Given 10 sentences in English using gustar, faltar, encantar, translate, with 80% accuracy, each. Example: I like intelligent students. Me gustan los estudiantes inteligentes. 2. Answer correctly at least 5 sentences, asked by the teacher, using gustar, faltar, and encantar. Example: ¿Qué te falta? Me falta dinero. (tiempo, etc.) 3. Tell of at least 2 things he loves, lacks, or likes.	Concept: A stewardess who works for an international airline must be able to speak an appropriate foreign language fluently. Performance Objective: The student will list at least 5 duties of a stewardess.	Stewardess 1. A stewardess helps make a passenger's flight safe, comfortable and enjoyable. Before a flight, the stewardess greets the passengers, checks their tickets, and helps them get seated. During the flight she gives safety instructions, answers questions, and helps care for children. On some flights, she may serve meals or alcoholic beverages. After the flight, she completes flight reports. On international flights, she gives customs information and repeats instructions in an appropriate foreign language. 2. Airlines hire young women who are attractive, poised, tactful, and resourceful. An applicant must be 19 to 27 years old, 5'2" to 5'9", weight in proportion to height but not exceeding 140 pounds, and be in excellent health. A high school education is required and those with 2 years of college are preferred. The airlines usually provide about 5 weeks training in their own schools. 3. In 1970, a stewardess on a domestic flight averaged $600 a month, those on an international flight averaged about $800. A stewardess is limited to 80 hours of flight time a month. She also works up to 35 hours a month on ground duties. 4. Many stewardesses are needed each year to replace about 30% of those who resign each year.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS

Curriculum:

1. Use the opaque projector to show with examples that there are only 2 forms to the verbs encantar, faltar, and gustar (third person singular and plural), that the form must agree with the direct object, and that the indirect object pronoun gives the subject.
   Example:

S	V	D.O.
Me	gustan	las clases.
S	V	D.O.
No le	gusta	la leche.

2. Have the students write limericks, poems, etc. using verbs that require the use of indirect object pronouns.
   Example: Me gusta dormir, me gusta comer, me gusta bailar, pero me falta dinero para flojear.

3. Have the students write a short theme telling of things they love, like, dislike, and lack.

4. Use appropriate language tapes dealing with verbs that require the use of indirect object pronouns, if they are available. These would be those that accompany the students' texts.

Career:

1. Interview a bilingual stewardess in class.

2. Listen to and discuss tapes on stewards and stewardesses.

3. Have students research and role play stewardesses using Spanish in their dialogue--offering beverages, giving instructions, etc.

4. Have interested students write to the Airline Stewards and Stewardesses Association for additional information.

Curriculum:

1. Opaque projector

2. Tapes, tape recorder

Career:

1. Harlandale Audio Visual Center

   Tapes
   MT 255 Your Future as a Commercial Airline Stewardess
   Cas. T 28 Stewardess

2. Available from H.I.S.D. high school counselors

   SRA Occupational Brief #120, "Airline Stewardess"
   Occupational Outlook Handbook
   Dictionary of Occupational Titles

3. Write to
   Airline Stewards and Stewardesses Association
   Transport Workers Union of America
   205 West Wacker Drive
   Chicago, Illinois 60606

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PRETERIT TENSE Regular Verbs	The student will be able to perform the following activities: 1. Orally change 10 given sentences having a verb in the present tense to the past tense. Example: ¿Quién llama? ¿Quién llamó? 2. Translate in writing, with 80% accuracy, 10 English sentences having regular verbs in the preterit. Example: I cleaned the house. Limpié la casa. 3. Answer correctly at least 3 questions asked by the teacher using verbs in the preterit. Example: ¿Qué compraste? No compré nada. 4. Given 10 sentences with the correct form of the infinitive in parentheses missing, correctly supply the form. Example: Tú no _____ mucho. (comer)	Concept: Advertising jobs require a flair for language, both written and spoken. Performance Objective: The student will discuss a copywriter's principal duty.	Advertising Copywriter 1. The copywriter in an advertising agency or department creates the headlines, slogans, and text that attract buyers. With his knowledge of psychology and writing techniques he prepares advertisements for the various advertising media--newspapers, magazines, television, radio, etc. 2. Training requirements vary and depend on the type of work. Most advertising jobs are limited to college graduates and some agencies require graduate degrees--beyond the bachelor's degree. Imagination, ability to communicate, initiative, adaptability, a good appearance, a pleasing personality, and the ability to get along with people are essential personal qualities required. 3. A copywriter may earn from $4,000 to $20,000 or more a year. Salaries depend on the size of the company, geographical location and the experience and talent of the copywriter. 4. Advertising will continue to grow in importance and opportunity because of the vital part it has in business.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Listen to a Spanish radio newscast and have the students list all the preterit regular verbs heard. Record the newscast for an accurate check. 2. Have the students prepare and deliver a short talk on how each spent his day yesterday, using only regular preterit verbs. 3. Have the students prepare a chart for the bulletin board on the formation of the preterit tense and its exact meaning or translation. 4. Give the students a paragraph in Spanish with verbs in the present tense and have them rewrite it changing the verbs to the preterit tense. Career: 1. Interview a bilingual advertising copywriter from a local newspaper in class. 2. Listen to and discuss tapes on advertising personnel. 3. Have the students collect a variety of vivid, colorful advertisements from several sources--newspapers, magazines, etc.--to display on the bulletin board after translating the content of the ads. 4. Have interested students write to the American Advertising Federation for additional information.	Curriculum: 1. Radio 2. Tapes, tape recorder Career: 1. Harlandale Audio Visual Center Filmstrip with record FR 479 Careers in Illustration Tapes Cas. T. 42 Commercial Artist MT 290 Advertising Works 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #65, "Advertising Workers" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to American Advertising Federation 1225 Connecticut Avenue, N.W. Washington, D. C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PRETERIT TENSE Irregular Verbs	The student will be able to perform the following activities: 1. Orally change, with 95% accuracy, 10 given sentences from the present to the past tense. Example: El hace su trabajo. El hizo su trabajo. 2. Answer correctly at least 3 oral questions using the preterit tense. Example: ¿Qué dijiste? No dije nada. 3. Given 10 sentences with the correct form of the infinitive in parenthesis missing, correctly supply the form in the preterit. Example: Yo_____ tarde ayer. (llegar) 4. Write the Spanish translation of 10 given sentences, with 90% accuracy, with verbs in the preterit. Example: She came last year. Vino el año pasado. 5. In a half page tell what he (she) did yesterday (last week, last night, etc.).	Concept: Since a cashier must converse with a variety of people daily, a knowledge of an appropriate foreign language for her region would be beneficial. Performance Objective: The student will list 3 businesses which provide services and 3 types of retail stores where cashiers are employed.	Cashier 1. Most cashiers accept money paid by customers, make change when necessary, and give some kind of receipt for the payment. The three common business machines they use are the cash register, the adding machine, and the change dispensing machine. Their duties and job titles vary according to their work. Cashiers are found in theaters, grocery stores, utility companies, restaurants, hotels, hospitals, drugstores, and retail stores (shoe, furniture, etc.) 2. High school graduates with business courses are preferred for this occupation. On-the-job training is usually provided under the supervision of an experienced employee. A cashier must be accurate, tactful, neat in appearance, pleasant and courteous. 3. Salaries are higher in busy restaurants, supermarkets, and other large businesses. The lowest salaries are found in small retail businesses, small restaurants, and in places of amusement. Starting salaries range from $50 to $120 for a 40-hour week. Promotional opportunities are limited, especially in small firms, unless the individual can do some other kind of clerical work. 4. Employment opportunities for cashiers are expected to rise rapidly during the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students bring Spanish newspaper articles and ask them to underline, copy and give the infinitive of all the irregular preterit verbs they find. Example: Ayer el Presidente Nixon fue a Russia. fue--ir 2. Have the students write someone a letter about a particular event they attended last week-end, last month, etc. 3. Have the students prepare and give a talk on how they spent, or what they did, last summer, last week-end, etc. 4. Listen to a Spanish radio program (10-15 minutes) and have the students list all the regular and irregular verbs in the preterit that they hear. Career: 1. Interview a bilingual cashier in class. 2. Allow class members who are employed as cashiers to discuss their jobs with the class. 3. Have the students list the different cashiers they have dealt with in the last day or so. 4. Have the class collect want ads for cashiering jobs and compare the requirements given in each. 5. Have interested students obtain additional information by writing to the Retail Clerks International Association.	Curriculum: 1. Newspapers 2. Radio Career: 1. Harldandale Audio Visual Center Tapes MT 253 Your Future as a Bank Teller MT 319 Cashiers Filmstrips with records PR 708 Clerical and Stock Work PR 750 Bank Tellers 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #12, "Cashiers" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to Retail Clerks International Association Connecticut Avenue and De Sales Street, N.W. Washington, D. C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
VOCABULARY Spelling Usage	The student will be able to perform the following activities: 1. Correctly spell in writing all vocabulary words assigned to him at his level of difficulty and studied in class. (Note: These will come from reading assignments, class discussion, etc.) 2. When given a list of words, correctly translate each from English to Spanish or vice versa. 3. When given a list of words, correctly use each word in an original written or oral sentence.	Concept: A public health nurse deals with all types of people, young and old, rich and poor. Performance Objective: The student will name at least 5 places or organizations that may use the services of a public health nurse.	Public Health Nurse 1. A public health nurse serves the whole community outside the hospital. She may practice her nursing skills in homes, clinics, schools, factories, neighborhood health centers or other community health services. Her duties include instructing patients about medical care, proper diet, etc., and arranging for immunizations. She works with other community leaders, teachers, parents, and physicians in health education. 2. A bachelor's degree in nursing is required for this position. A master's degree may eventually be required. Some agencies may employ a registered nurse without a B.A. but the college educated nurse is more in demand. A state board examination qualifies the nursing graduate for a license. Some basic qualifications are intelligence, emotional warmth, common sense, and the ability to work with many kinds of people. 3. Salaries are determined by the nurse's experience, qualifications, assignment, employer, and the location of her employer. The average salary in 1970 for public health nurse in a government agency was $8,477; in a private agency, $7,986; for a school nurse, $8,799. 4. A strong demand for educationally qualified people in this field will continue through the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. View and discuss the content of films in Spanish. 2. Have the students write and record short original poems and/or riddles. 3. Do a variety of written word games--crucigramas, etc. 4. Have the students prepare and present skits using correct vocabulary. 5. Have the students role play interpreters using radio programs or records in Spanish or English. 6. Play oral word games involving vocabulary words. 7. Use language tapes that emphasize vocabulary usage. These may be teacher-made or the ones that usually accompany the students' texts.	Career: 1. Tapes, tape recorder 2. Radio 3. Records, record player 4. ESC Region XX Films 4869 En el Colegio 4871 En la Zapateria 4874 La Universidad 4702 Taxco, Ciudad de Plata 4883 Visitando las Piramides	
Career: 1. Have the class interview a bilingual nurse from the school district in class. 2. View and discuss filmstrip on the registered nurse. 3. Listen to and discuss tapes on nurses. 4. Have interested students obtain additional information by writing the American Nurses' Association. See appendix for address.	Career: 1. Harlandale Audio Visual Center Filmstrip and record CC-45 Registered Professional Nurse Tape MT 297 Registered Nurse 2. Available from H.I.S.D. high school counselors SRA Occupational Brief # 394, "Public Health Nurses" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
READING Fluency Comprehension	The student will be able to perform the following activities: 1. Read orally with fluency, correct pronunciation, and exact intonation and voice inflection, from a given assignment. 2. When given a reading assignment at his level of difficulty, discuss orally with 80% accuracy the material he has read. 3. Answer all questions correctly asked of him from a given reading assignment. 4. When given a reading assignment at his level of difficulty, translate in writing correctly for meaning and not literally.	Concept: Fluency in a foreign language is an asset to a legal secretary who may work in a firm that deals with international law. Performance Objective: The student will list at least 3 duties that a legal secretary has that sets her apart from other secretaries.	Legal Secretary 1. A legal secretary, besides doing usual secretarial duties such as typing, taking phone calls, making appointments, etc., is entrusted with other responsibilities. She prepares legal papers such as, contracts, wills, deeds, etc., keeps the docket, which is a register of her employer's court cases, and sometimes goes to court with her employer to take notes, etc. 2. High school graduation is essential for the position of legal secretary. Some college work is recommended. Business or commercial schools also offer this type of training. A legal secretary must be able to take dictation at 120 words a minute and type accurately and neatly at 60 words a minute. Some personal qualifications needed are above-average intelligence, poise, a strong sense of ethics, tact, discretion, good grooming, good health, and p[illegible] 3. A legal secretary earns more than a general business secretary. The amount depends on her training, experience, ability and on the type of practice her employer has. 4. The demand for legal secretaries is expected to continue to keep pace with industrial growth.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students give oral current events in Spanish. 2. Have the students prepare, read, and record correctly and fluently their creative poems, riddles, etc. 3. Have the students take timed, taped comprehension quizzes. These may accompany their texts, workbooks, etc. or may be teacher-made. 4. Play word games ---- categorizing, crossword puzzles, etc.	Curriculum: 1. Newspapers 2. Tapes, tape recorder	
Career: 1. Have the class interview a bilingual legal secretary in class. 2. Listen to tapes on the secretary and court employees. 3. Have interested students write to the National Association of Legal Secretaries for more information. See appendix for address.	Career: 1. Harlandale Audio Visual Center Tapes Cas. T. 36 Court Reporter Cas. T. 47 Lawyer Cas. T. 43 Secretary MT 318 Clerical Occupations 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #300, "Legal Secretaries" Occupational Outlook Handbook Dcitionary of Occupational Titles	

C U L T U R E

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PEOPLE AND LANGUAGE Inhabitants, Spain's Spanish versus Latin America's Spanish	The student will be able to perform the following activities: 1. List, with 90% accuracy, the 3 groups of people that comprise the population of Mexico; the 3 in Central America; the 5 in South America. 2. Discuss orally, to the satisfaction of the teacher, the make-up of Spain's population. 3. Tell correctly one reason why the Spanish language in Latin American differs from that used in Spain. 4. Name the 2 conditions that determine the quality of Spanish spoken by a Spanish-speaking person.	Concept: A foreign service officer must have a working knowledge of at least one foreign language. Performance Objective: The student will be able to list the 2 primary duties of a foreign service officer.	Foreign Service Officer 1. These officers handle the details of the U.S. affairs abroad and report their information to the Department of State who in turn forms U.S. foreign policy. They negotiate treaties, conventions and commercial and tariff agreements; issue passports to American citizens and visas to foreigners wishing to visit the U.S.; and interpret our foreign policy to other governments. A foreign service officer has the opportunity to travel widely and thus, become acquainted with other nations, peoples, and customs. 2. An applicant must be between 21 and 31 years old, an American citizen for 10 years, and must take a difficult competitive examination. He must have general intelligence, general knowledge of history, geography, government, etc., and a working knowledge of at least one foreign language, and writing skills. 3. Beginners' salaries range from $6,734 to $9,376. Most officers receive salaries ranging from $11,800 to $28,000. 4. The United States' ever increasing role in international affairs offers excellent opportunities for qualified and dedicated persons in this field of employment. However, a foreign service officer's job can be physically and mentally exhausting since he is on duty at all times.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum 1. View and discuss films and/or filmstrips about Spain and Latin America. 2. Have the students collect pictures or draw pictures of the following types of people found in Latin America. a. mestizo d. blanco b. mulato e. europeo c. indio Have the students explain each of the above terms. 3. Have the students prepare a chart on poster board showing the ancestry of a Spaniard and a North American. Spaniard --Greek, Roman, German, etc. North American--German, English, Africans, etc. 4. Demonstrate the slight differences between Castillian and Latin American Spanish by reading material both ways. Career: 1. Invite a bilingual foreign service officer to discuss his career with the class. 2. Have students do research on the Department of State and its workers. 3. Have interested students write to the Department of State for additional information.	Curriculum 1. ESC Region XX Films 2373- The Ancient Peruvian 2097- Latin America, Part I, Its Countries 8803- Mexico, The Land and the People 8755- España, Una Tierra de Muchas Faces 8807- Peru, People of the Andes 2. Harlandale Audio Visual Center Filmstrips with records V-65 The Maya Civilization M-52 Mexico-Land and Its History M-54 Yucatan-Land of the Mayas M-55 The Aztecs and Cortez M-59 The Cities of Mexico 3. Reference books, periodicals, etc. Career 1. Harlandale Audio Visual Center Tapes M 356 and 357-Federal Civilian Government Workers 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #72, "Foreign Service Worker" Occupational Outlook Handbook Dictionary of Occupational Titles 3. Reference books, periodicals, etc. 4. Write to: U.S. Department of State Washington, D.C.20520	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RELIGION Beliefs, Holidays	The student will be able to perform the following activities: 1. Name the predominant religion of Spain and Latin America. 2. Discuss orally the Spaniard's and the Latin American's view of his religion. 3. List the 3 most important religious holidays a Spaniard and a Latin American observe. 4. Name correctly the 2 areas in which a Spanish American allows his religion to permeate, which is contrary to the belief of a North American.	Concept: A candidate for the priesthood is required to study two years of Latin and encouraged to study a modern language. Performance Objective: The student will list 5 desirable qualities of a priest.	Catholic Priest 1. A Catholic priest attends to the spiritual, moral, and educational needs of his parishoners. Some of his duties include: offering Mass, giving religious instructions, hearing confessions, administering the Sacraments, visiting and comforting the sick; conducting funeral services, counseling those in need of guidance, and assisting the poor. 2. Eight years or more of study beyond the high school is required for the priesthood. High school seminaries and college seminaries provide this education. Post graduate work (beyond the 8 years) in theology is given at Catholic University of America, or in Rome. Some desirable qualities are a love of and concern for people, a deep religious conviction, the capacity to speak and write effectively, and the ability to work with people. 3. A Catholic priest usually lives in the parish rectory. He also receives special gifts and fees which are estimated to be $1810 a year and allowances for transportation, or other expenses. Priests are classified into 2 main categories--diocesan and religious. The former works as an individual in his assigned parish under a bishop. The latter works as a member of a religious community engaged in teaching, missionary work, etc. under the superiors of his order. 4. Many priests will be needed in the years ahead. An increasing number will be needed to serve in many different areas.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. View and discuss any or all of the following filmstrips: The Mission Era, Texas Missions, New Spain in Mexico. 2. Assign research projects dealing with all aspects of a Spaniard's and Latin American's religion — beliefs, practices, mixture of Christianity and paganism, worship places, patron saints, etc. 3. Have the students collect pictures and fix a notebook of various Spanish or Mexican churches. Give the location and a brief history of each. Career: 1. Invite a bilingual lay person who has worked with Catholic missionaries to speak to the class about their work in health, education, housing, etc. 2. View and discuss films on the role of early missionaries in the New World. 3. Have interested students contact their local priest for additional information and advice.	Curriculum: 1. Harlandale Audio Visual Center Filmstrips M-55 The Aztecs and Cortez C-53 The Mission Era F-70 Texas Missions 2. ESC Region XX Film 8825 - Missions of the Southwest 3. Texts, Encyclopedias, etc. Career: 1. Harlandale Audio Visual Center See "Curriculum Audio Visual" suggestions above. 2. Available form H.I.S.D. high school counselors. SRA Occupational Brief #249, "Religious Vocations" Occupational Outlook Handbook Dictionary of Occupational Titles 3. ESC Region XX 8904 - The Gentle Conqueror - Junipero Serra 4. Write to: National Center for Church Vocations 1307 South Wabash Ave. Chicago, Illinois 60605	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EDUCATION Effect of economy and geography	The student will be able to perform the following activities: 1. List the 3 Latin American countries where elementary education is compulsory. 2. List 4 countries in Latin America where the education systems are very poor. 3. Discuss orally, to the satisfaction of the teacher, how geographical and economical conditions hinder the educational process in Latin America. 4. Discuss orally, to the satisfaction of the teacher, the educational system in Latin American cities. 5. Discuss orally, to the satisfaction of the teacher, education in Spain.	Concept: A criminologist needs a knowledge of social studies, a foreign language, and English. Performance Objective: The student will list 2 of the most common job activities of a criminologist.	Criminologist 1. The criminologist studies crime and criminals from many standpoints. He seeks solutions to the problem of crime; he works to prevent and control criminal behavior. A criminologist usually teaches and does research. He may sometimes take the job of police commissioner or be appointed to head a large social agency. 2. A person interested in criminology must enjoy reading and studying, be intensely curious, and must be genuinely interested in people as individuals and as members of groups and in social problems. Most criminologists need a master's or a docter's degree. 3. A criminologist's salary depends on his training, experience, and kind of job. College teachers average $10,000 to $12,000 a year. Department heads make more. Administrators of agencies and other projects earn more. Police and prison administrators earn from $15,000 to $35,000 a year. Some criminologists have income from several sources: teaching, research, and consulting fees. 4. Opportunities in this field are good for those who are qualified.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Assign a Spanish-speaking country to each student to research and give an oral report on the educational system of the particular country. 2. View and discuss films on Spain and Latin America. 3. Have the students compare the educational systems of the United States and the Latin American countries on poster board charts. Display on the bulletin board. 4. If there is a student who has attended a school in a Spanish-speaking country, allow him (her) to tell the class about this experience.	Curriculum: 1. ESC Region XX Films 4869 En el Colegio 4874 La Universidad 8756 La Argentina--Donde el Campo y la Ciudad se Encuentran 8722 Peru--Filiberto of the High Valley 2. Reference Books 3. Periodicals	
Career: 1. Interview a bilingual criminologist from the community. 2. Listen to and discuss tapes on the policeman. 3. Have interested students write to the National Council on Crime and Delinquency for additional employment information in this field of work. See appendix for address.	Career: 1. Harlandale Audio Visual Center Tapes MT 265 Your Future as a Policeman Cas T 29 Policeman MT 323 Police Officers MT 294 Rehabilitation Counselors 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #385, "Criminologists" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPANISH FAMILY Parent roles, city family, country family	The student will be able to perform the following activities: 1. List, with 90% accuracy, the three duties of a Spanish or Spanish American housewife. 2. Discuss orally the role of the Spanish father. 3. Tell of three ways in which Spanish women have gained some independence. 4. Compare family roles in the city with those in the country by telling of at least two disadvantages found in the country. 5. Define, to the satisfaction of the teacher, the following words a. charro b. china poblana c. gaucho d. llanero e. mariachi f. sereno g. gitano h. pordiosero	Concept: Since the appliance serviceman is in personal contact with a variety of customers, a knowledge of the appropriate foreign language for the region would be helpful. Performance Objective: The student will list at least 2 duties of a home appliance serviceman.	Home Appliance Serviceman 1. The home appliance serviceman installs, maintains, repairs and services household appliances. Some of these are washers, dryers, refigerators, freezers, etc. An appliance serviceman may work with several appliances or he may be a specialist and concentrate on one type of appliance. He may be self-employed or he may work for a large appliance distributor or for a department store handling its own brand of appliances (Sears, Wards, etc.). 2. Employment is open to anyone who has the ability to do this type of work but the high school graduate has more opportunity for better pay and advancement. A serviceman gets on-the-job-training usually. Training may also be obtained from technical schools or correspondence courses. The most important personal requirement is mechanical aptitude. 3. Inexperienced helpers in this occupation start at $2 to $3 an hour. Experienced servicemen earn between $3 and $5 an hour. Salaries depend on the kind of employer, geographical location, and type of equipment repaired. Overtime work in this field is usually profitable. 4. Employment in this field is expected to rise rapidly through the 1970's due to the increase in the number of household appliances in use.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. View and discuss films on Spain and Latin America. 2. Have the class arrange a bulletin board display with magazine pictures showing the role of each member in a rural and in an urban Spanish family. 3. Have the students do research and prepare oral reports on the various types of people found in Spain and Latin America. Examples: charro, gaucho, gitano, etc. 4. Have the class arrange a bulletin board display with illustrations or pictures of typical characters of Spain and Latin America. Examples: charro, mariachi, gitano, etc. Career: 1. Interview a bilingual home appliance serviceman in class. 2. Listen and discuss tapes on the home appliance serviceman. 3. If it's possible, have the class visit an appliance repair shop in the community.	Curriculum: 1. Harlandale Audio Visual Center Films 16-462 Arts and Crafts of Mexico 16-463 Parts 1 and 2 16-491 Mexico, Land of Color and Contrast 16-503 Mexico, Land and People Filmstrips with records M-56 A Trip Through Southern Mexico M-59 The Cities of Mexico 2. ESC Region XX Films 8807 Peru, People of the Andes 8767 Latin America, Neighbors to the South 8434 Venezuela 4598 Un Pueblo de España 8755 España Una Tierra de Muchas Fases Career: 1. Harlandale Audio Visual Center Tapes MT 274 Your Future as An Appliance Serviceman MT 338 Appliance Serviceman 2. Available from H.I.S.D. high school counselors SRA Occupational Brief # 333, "Home Appliance Serviceman" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DRESS Spanish, Spanish American	The student will be able to perform the following activities: 1. Name the 2 main dress styles of the middle class and the wealthy in Spanish America and Spain. 2. Discuss orally, to the satisfaction of ~~the~~ teacher, the clothing worn by the indians in Spanish America. 3. Tell where regional costumes are more common, Spain or Spanish America, and who wears them in each area. 4. Define, to the satisfaction of the teacher, the following words. a. alpargatas b. poncho c. rauna d. mantilla e. peineta f. boina g. sarape h. huaraches i. rebozo	Concept: Public speaking and a foreign language are two college courses recommended for an individual planning a career in social work. Performance Objective: The student will name at least 3 requirements needed to succeed as a social worker and 3 major areas in which this person works.	Social Worker 1. A social worker provides individuals with the social services available from his agency. These services are designed to help people make full use of their abilities, skills, and resources. The worker is involved in community organization--coordinating health, welfare, and recreation services; group work--Boy Scouts, community centers, clinic; casework--assistance for the needy, neglected children, troubled school children, etc. 2. A bachelor's degree is the minimum educational requirement. In most fields of practice, a master's degree is needed. Many scholarships and fellowships are available for graduate study. Personal qualities essential are emotional maturity, sensitivity, a concern for people, and a sense of objectivity. 3. A social worker's salary depends on the location, type of agency and the worker's education and experience. A beginning caseworker with Master's degree starts at about $8,000 a year. Administrative positions pay from $10,000 to $35,000 a year. 4. There is a great need for more social workers and this is expected to continue through the 1970's, especially in the areas of community organization, mental health, and correction. There will also be part-time jobs available and jobs for those who do not have full professional status.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. View and discuss films on Spain and Latin America. 2. Assign research projects for oral presentation to class on regional, traditional, etc. dress or costumes. Encourage students to illustrate their chosen dress with drawings, magazine pictures, etc. 3. For major class projects have students make and model a dress or costume of their choice. 4. Have students prepare an exhibit of Spanish and Latin American styles of dress or costumes using dolls, pictures, etc. 5. Have students collect pictures or drawings of a peineta, boina, poncho, etc. Use for a display. Or collect the real items to prepare the exhibit. Career: 1. Interview a bilingual social worker employed by the school district and/or one employed by a community agency. 2. Listen to and discuss tapes on the social worker. 3. Have interested students write to the American Public Welfare Association for additional information. See Appendix for address.	Curriculum: 1. Harlandale Audio Visual Center Films 16-461 Mexico City 16-491 Mexico - Land of Color and Contrast 16-457 La Vida De La Comunidad Filmstrips with Records M-57 Fiesta Time in Mexico M-51 Mexican Kaleidoscope 2. ESC Region XX Films 4700 Oaxaca - Ciudad de Bailes 8767 Latin America - Neighbors to the South 4597 Un Pueblo de España 3. Magazines, Reference Books, Maps, etc. Career: 1. Harlandale Audio Visual Center Tapes MT 316 Recreation Worker Cas. T 43 Social Worker Filmstrip with record PR 708 (AA-60) Working With People 2. Available from H.I.S.D. high school counselors. SRA Occupational Brief #80 "Social Workers" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LATIN AMERICAN FOODS Regional, Traditional	The student will be able to perform the following activities: 1. List 2 conditions that determine what a Latin American eats. 2. Compare orally the eating habits of people who live in cattle-raising countries, by the sea, and those who live in the dry mountanous regions by naming at least 2 foods they each eat. 3. Describe, to the satisfaction of the teacher, the characteristics of the Latin American Indian's food. 4. List in writing 3 traditional foods found in Mexico.	Concept: In some restaurants, waiters who have a knowledge of a foreign language are preferred. Performance Objective: The student will name at least 3 establishments where waiters are employed.	Waiter 1. The duties of a waiter include taking customers' orders, serving food and beverages, making out customers' checks, and sometimes taking payments. Waiters are employed in places offering formal meal services such as formal restaurants, hotel dining rooms, and private clubs. 2. Employers prefer that beginners have at least 2 or 3 years of high school. Some private and public schools as well as restaurant associations offer training in this field. Desirable personal qualifications are a good personal appearance, a pleasant manner, and an even disposition. 3. Salaries depend on the size, type, and location of the restaurant. Tips also supplement wages and are usually greater than the latter. Besides the usual benefits such as paid vacations, health insurance, etc., the majority of waiters are provided with meals and uniforms. Advancement may be to the position of cashier, headwaiter, and sometimes manager. 4. Employment in this field is expected to increase moderately through the 1970's. Jobs for waiters will be concentrated in formal restaurants.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. View and discuss films and/or filmstrips on the economy of Latin American countries. 2. Have the students collect menus or copies of menus from local restaurants specializing in Mexican food. Use these for class discussions - ingredients, preparation, variety, if Spanish or Mexican, etc. 3. Have the students collect pictures of Latin American dishes for a bulletin board display. 4. Have each student plan his own Mexican dinner menu, keeping in mind his likes and dislikes and his ability in preparing it. 5. Have the class compile a notebook of recipes of Latin American dishes. Career: 1. Interview a bilingual waiter from a Mexican restaurant. 2. Listen to and discuss tape on the waiter. 3. If it's possible, as a group eat at a Mexican restaurant and observe waiters at their work. 4. Have interested students write to the educational director of the National Restaurants Association for information. See appendix for address.	Curriculum 1. Harlandale Audio Visual Center Films 16-467 Brazil, People of the Highlands 16-477 Buenos Aires - Gateway to Argentina 16-393 Central America - Changing Social Patterns 16-491 Mexico - Land of Color and Contrast 16-382 South America 2. ESC Region XX Films 2098 Latin America, Part 1, Its History, Economy, and Politics 8807 Peru, People of the Andes 8789 The Amazon - People and Resources of Nothern Brazil 8434 Venezuela 3. Reference books, Magazines, etc. Career 1. Harlandale Audio Visual Center Filmstrip F74 The Waitress Tape CasT48 Waiter/Restaurant Manager 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #267, "Waiters and Waitresses" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPANISH FOOD Typical dishes, Spanish tortillas	The student will be able to perform the following activities: 1. Discuss orally at least 2 ways in which Spanish foods differ from Latin American foods. 2. List 6 typical Spanish foods. Example: arroz con pollo, paella, etc. 3. Tell how Spanish tortillas differ from Mexican tortillas.	Concept: Knowledge of a foreign language would enhance a practical nurse's adaptability in dealing with different types of people. Performance Objective: The student will discuss, to the satisfaction of the teacher, the differences in the duties of a registered nurse and a practical nurse.	Licensed Practical Nurse 1. A practical nurse provides bedside care needed by patients--taking temperatures and blood pressures, changing dressings, bathing patients, etc. She works under the direction of physicians and registered nurses. The majority of practical nurses work in nursing homes, clinics, doctors' offices, sanitariums, etc. Some are self employed in hospitals or homes. 2. A licensed practical nurse must complete a course of instruction in practical nursing which has been approved by the state board of nursing and must pass a licensing examination. A high school education is desirable, but not always required, before enrolling in a practical nursing school. This type of training may be obtained in public schools through vocational programs, in junior colleges, in local hospitals, health agencies and private institutions. It usually takes a year to complete. 3. In 1970, the average starting salary for an LPN in a hospital was $110 a week. In private homes, the basic 8-hour fee was from $45 to $90. An LPN employed by a government agency in 1970 earned between $5,212 and $5,750 a year. Opportunities for advancement in this field are limited unless workers take additional training. 4. A strong demand for LPN's is expected during the years ahead. Opportunities for part-time work are also expected to be plentiful.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. View and discuss films and/or filmstrips on the economy of Spain. 2. From Mexican food menus collected by the students, have them choose and discuss those foods that are more typical of Spain. 3. If there are students in the class who have lived or traveled in Spain, allow them to discuss and compare Spanish foods, eating habits, eating schedules, etc., with those of the Americans. 4. If it's possible and permissible, have the students prepare some Spanish dishes for a class project. 5. Have the students collect colorful pictures and recipes of Spanish dishes for a bulletin board display. Career: 1. Invite a bilingual LPN from the community to talk to the class. 2. If it's possible, have the class visit a community clinic or hospital to observe LPN's at work. 3. Listen to and discuss tapes on the Liscensed Practical Nurse. 4. View and discuss filmstrips on the Licensed Practical Nurse.	Curriculum 1. Harlandale Audio Visual Center Film 16-457 La Vida de la Comunidad 2. ESC Region XX Films 8755 España, Una Tierra de Muchas Epocs 4598 Un Pueblo de España 4870 En el Rancho Grande 3. Periodicals, Encyclopedias, etc. Career: 1. Harlandale Audio Visual Center Tapes MT 261 Your Future as a Licensed Practical Nurse Cas.T 45 Nurse MT 297 Licensed Practical Nurse Filmstrip with record CC-47 Licensed Practical Nurse PR 706 (AA-56) Working in a Hospital 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #119, "Licensed Practical Nurse" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HOLIDAYS Christmas, Easter, Saint's Day	The student will be able to perform the following activities: 1. Tell, to the satisfaction of the teacher, of at least 2 ways in which the celebration of Christmas by the Spaniards and Latin Americans differs from the American or European. 2. Describe in a page "las posadas." 3. Discuss orally, to the satisfaction of the teacher, the Spanish version of "Santa Claus." 4. Disscuss orally, to the satisfaction of the teacher, the Spanish celebration of Easter.	Concept: One of the entrance requirements of most graduate schools of library science is a reading knowledge of at least 1 foreign language. Performance Objective: The student will name at least 3 types of librarians and discuss at least four characteristics needed to succeed as a librarian.	Librarian 1. Librarians are divided into four groups: school, public, college or university, and special librarians. A school librarian instructs students in the use of the library and is responsible in selecting, ordering and organizing library materials. A public librarian serves all types of readers. A college librarian works with students, faculty and research workers. He or she may also teach classes in library science. A special librarian works in the libraries of commercial and industrial firms, such as banks, and advertising agencies; professional and trade associations, government agencies, etc. 2. Besides an appropriate educational background, a librarian must have an interest in people, intellectual curiosty, an ability to work with others. Some special librarians must be proficient in one foreign language or more. Educational requirements are a bachelor's degree. A Ph.D degree is needed for special librarians and for top administrative positions. 3. A librarian's salary depends on the geographic location, size and type of library. In 1970, college librarians started at about $8,700 a year; special librarians received about $8400; public librarians averaged $8100. 4. The employment outlook in this field will be good through the 1970's.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Discuss the celebration of Christmas in Spain and Latin America - exchange cards and gifts, Christmas tree or nativity scene, Santa Claus, las posadas, etc. 2. Have the students plan and enact a "posada" with costumes, songs, etc., preferably during December. 3. Have the students research the Spanish celebration of Easter. Have them make some costumes, masks, etc., worn in a "Carnaval". 4. Have the students collect pictures of Spanish and Latin American dishes served during the Christmas and Easter holidays for use in a bulletin board display. 5. Have the students look up their Saint's day using calendars in Spanish. Career: 1. Interview a bilingual school and/or public librarian. 2. Listen to and discuss tapes on the librarian. 3. Have interested students write to the Office for Recruitment of the American Library Association for additional information. See appendix for address.	Curriculum 1. ESC Region XX Films 4598 Un Pueblo de España 8755 España, Una Tierra de Muchas Fases 63-284 Mexico's History 4298 The Incas 2. Harlandale Audio Visual Center Filmstrips with records V-63 The Teotihuacan Civilization V-64 The Toltec Civilization V-65 The Mayan Civilization 3. Reference books, text, etc. Career: 1. Harlandale Audio Visual Center Tapes MT 301 Medical Record Librarian Cas T-41 Librarian 2. Available from H.I.S.D. high school counselors SRA Occupational Brief # 10, #189, "Public Librarians","Special Librarians" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPORTS Spanish, Latin American	The student will be able to perform the following activities: 1. List and discuss the 3 sports played in both Spain and Latin America. 2. List at least 3 other sports enjoyed in Latin America. 3. Through oral discussion, compare Spanish football with American football. 4. Name the sport enjoyed by Spaniards that is not found in Latin America.	Concept: A physician who practices in an area where Spanish is spoken benefits from a knowledge of this language and its culture. Performance Objective: The student will list at least 3 duties of a physician.	Physician 1. A physician diagnoses illnesses and treats people who are in poor health. He also engages in preventive medicine and the rehabilitation of injured or ill people. The majority of physicians provide patient care services. Others engage in research, teaching, and administrative work in hospitals, professional organizations, etc. 2. The education required of a physician consists of 4 years of liberal arts study (Bachelor's Degree), 4 years of medical school (M.D), 1 or 2 years of hospital internship, 2 to 5 years of residency for specialization. Desirable personal qualities include a high moral character, a pleasant personality, and emotional stability. 3. Income in this profession depends on the location of the physician's practice, the economy of the area, and on his skill, personality, reputation and experience. In 1970, interns earned between $8,250 and $8,750. The median income for most physicians in 1970 was between $34,000 and $39,000 a year. Self-employed physicians earn more than those in salaried positions. Specialist usually earn more than general practitioners. 4. Excellent opportunities are anticipated for physicians through the 1970's, especially in the Southern states where the ratio of physicians to population is the lowest.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students collect magazine pictures of persons engaged in bullfighting, jai-alai, soccer, etc. Use these along with a brief report on each on a bulletin board display. 2. Have the students do research and orally report on famous bullfighters. 3. Have the class watch a sport event on the local Spanish television station. 4. Have several students demonstrate each Spanish and Latin American sport. Career: 1. Interview a bilingual doctor in class. 2. Listen to and discuss tapes on the physician. 3. View and discuss filmstrips on hospital work. 4. Have interested students contact the local medical association or medical school, or the American Medical Association for additional information. See appendix for address.	Curriculum: 1. Magazines 2. Reference Books 3. ESC Region XX Films 4876 Los Deportes 4598 Un Pueblo de España Career: 1. Harlandale Audio Visual Center Filmstrips with records PR-706 (AA-56) Working in a Hospital CC-44 Compassion for People Overview Tapes Cas. T 37 Physician MT 296 Physicians 2. Available from H.I.S.D. high school counselors SRA Occupational Brief #136, "Physicians" Occupational Outlook Handbook Dictionary of Occupational Titles	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ENTERTAINMENT	The student will be able to perform the following activities: 1. List the 4 common forms of entertainment enjoyed by the Spanish as well as the rest of the world. Example: theaters, television, etc. 2. Name the 4 types of social gatherings held by the Spaniard and Latin American alike. Example: tertulia, casino. 3. List at least 3 musical instruments and 3 types of dances found in Latin America. Example: guitar, tango 4. Compare orally, to the satisfaction of the teacher, Spanish music and Latin American music. 5. List at least 3 musical instruments and 3 types of dances found in Spain. Examples: castañuelas, bolero	Concept: Some travel agencies prefer that their travel consultants know at least one foreign language. Performance Objective: The student will be able to list 2 essential traits a travel consultant must possess if he is to be effective.	Travel Consultant 1. A travel consultant's main duty is to plan a client's trip by providing information about the country of his choice, and a schedule, all within the client's time allowance and budget. Two essential traits are an enthusiasm for travel and a sound cultural background. 2. To prepare for a career as a travel consultant, the student in high school should take courses in history, geography, mathematics, public speaking, literature, English, and foreign languages. In college, the student should get a business degree or a liberal arts education. 3. Salaries depend on the size and location of the agency, and on the worker's experience, capability, and travel background. A travel consultant averages $10,000 or more a year. 4. The travel agency business will continue to grow as more people continue to earn more money and have more leisure time.

SUGGESTED TEACHING METHODS	RESOURCE MATERIALS	TEACHER'S COMMENTS
Curriculum: 1. Have the students bring and demonstrate several musical instruments used by Spanish and Latin American musicians. Examples: guitar, castanets, etc. 2. Have several students demonstrate Spanish and Latin American dances. Examples: tango, cha-cha-, flamenco, jota, bolero, etc. 3. Have the class collect magazine pictures of all Spanish and Latin American musical instruments for use on a bulletin board display. 4. Have the students collect and display pictures showing the various dances. 5. Listen to Spanish records. Identify the instruments heard and the dance steps of each. 6. Have the students act out a tertulia providing their own dialogs. Career: 1. Interview a bilingual travel consultant from the community. 2. Have the class visit a local travel agency. 3. Have interested students write to the American Society of Travel Agents for additional information.	Curriculum: 1. Records, record player 2. Magazines 3. ESC Region XX Films 4700 Oaxaca, Ciudad de Bailes 8756 La Argentina--Donde el Cuerpo y la Ciudad se Engendran 8829 Discovering The Music of Latin America Filmstrips with records M-57 Fiesta Time--Mexico M-59 The Cities of Mexico Career: 1. Available from H.I.S.D. high school counselors SRA Occupational Brief # 100, "Travel Consultant" Dictionary of Occupational Titles 2. Write to American Society of Travel Agents 360 Lexington Avenue New York, New York 10017	

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Mazatlan
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Tampico
Guadalajara
León
México
Veracruz
Cuernavaca
Toxco
Oaxaca
Tehuantepec
Acapulco
GUATEMALA
Mérida
GOLFO DE MÉXICO
PENÍNSULA DE YUCATÁN
OCEANO PACIFICO

MEXICO

CENTRAL AMERICA

MAR CARIBE
CANAL DE PANAMÁ
La Guaira
Caracas
Bogotá
GUAYANA (HOL.)
(FR.)
ECUADOR
Quito
Guayaquil
COTOPAXI
CHIMBORAZO
RÍO AMAZONAS
Natal
Callao
Lima
Cuzco
LAGO TITICACA
La Paz
Brasilia
Tacna
Arica
Sucre
GRAN CHACO
Río de Janeiro
Santos
Asunción
IGUAZU
Tucumán
RÍO PARANÁ
Córdoba
Viña del Mar
Valparaíso
Santiago
ACONCAGUA
ISLAS JUAN FERNÁNDEZ (CH.)
Buenos Aires
Montevideo
RÍO DE LA PLATA
ESTRECHO DE MAGALLANES
ISLAS MALVINAS (ING.)
CABO DE HORNOS
VOLCÁN Ó P.CO

SUD AMÉRICA

MONTES CANTÁBRICOS
PIRINEOS
DUERO
RÍO EBRO
SIERRA DE GUADARRAMA
RÍO TAJO
ISLAS BALEARES
MENORCA
MALLORCA
IBIZA
FORMENTERA
RÍO GUADIANA
SIERRA MORENA
RÍO GUADALQUIVIR
SIERRA NEVADA
MAR MEDITERRÁNEO

ESPAÑA

Pronunciación

RR con RR cigarro
RR con RR barril
Répido ruedan los carros
cargados de azucar
por el ferrocarril.

A el burro ya se va
E el burro ya se fue
I el burro no esta aquí
O el burro no soy yo
U el burro eres tú.

KIRN-TV-Carascolendas
San Antonio, Texas

Tres tristes tigeres tragan trigo en tres tristes trastes.
En tres tristes trastes tragan trigo tres tristes tigeres.

Adivinanzas

Siempre viene a verme
cuando estoy enfermo,
y sus medicinas
tomo sin remedio.
¿Quién es?
El doctor

Nos hace nuestros trajes,
con gracia y distinción;
formados de chaleco,
de saco, y pantalón.
El sastre

Yo siembro en los campos,
el rico maíz,
después la cosecha,
recojo feliz.
El campesino

A la patria le servimos
con empeño y con amor,
En el mar y en nuestros barcos,
protegemos la Nación.
Los marinos

Yo saco metales de
de todas las minas
y arriesgo en la empresa
mi salud y mi vida.
El minero

El avión voy conduciendo
por encima de las nubes.
Del campo de atterizaje
por mi mano al cielo sube.
El aviador

Es buen artesano
y hace muchas cosas;
sillitas y bancas,
mesitas y cómodas.
El carpintero

Es un obrero
trabajador,
que el pan nos hace
con mucho amor.
El panadero

Va con las cartas
de puerta en puerta
y muy atento
nos las entrega.
El cartero

Poda las plantitas,
arregla el jardin;
con su bello oficio,
vive muy feliz.
El jardinero

por A.L. Jauregui.

Adivinanzas

Las hacen con maquina
Y a mano también;
Con masa sabrosa,
Las tortean muy bien.
Las tortillas

Es animalito
Que sabe rebuznar;
Y ayuda al buen arriero
Sus cargas a llevar.
El burro

En mi los niños,
con mucha alegria,
guardan su dinero
pues soy la __
Alcancia

Es grande y redondo,
de rayos dorados;
y brilla en el cielo
si no está nublado.
El sol

Sigo a la tarde
y llego contenta,
trayendo sombras,
luna, y estrellas.
La noche

Siempre me ves
por las noches,
blanca, redonda
y plateada.
A la tierra
la ilumino
como si yo
fuera lámpara.
La luna

Soy alegre y jugueton
invisible y no me ven
Las basuritas levanto
y las hojitas también.
El viento

Lo trae primavera,
lo produce el sol;
y hace que sudemos
a más y mejor.
El calor

Llega cada año,
con el invierno
y un abriguito,
hay que ponernos.
El frío

Tapa la luna,
tapa la estrella,
con bellas gasas,
en noches quietas.
La nube

por A. L. Jauregui

Adivinanzas

En ella comemos
en el comedor;
rodeándola todos
con gusto y amor.
La mesa

Es de madera y muy útil
tiene asiento y cuatro patas;
tiene respaldo y en ella
te sientas y no te cansas.
La silla

Su cascara es muy lisa,
su pulpa es muy sabrosa;
y es una fruta grande,
que es verde, blanca y roja.
La sandia

Verde es su cascara o negra,
y verde es en su interior,
Con el hacen guacamole,
que es de exquisito sabor.
El aguacate

Tengo hojitas blancas,
gruesa cabellera
y conmigo llora
toda cocinera.
La cebolla

La como en ensalada,
es fresca y muy sabrosa;
son verdes sus hojitas
y está una dentro de otra.
La lechuga

De mi hacen harina,
después rico pan;
cuando estoy maduro,
de oro me veras.
El trigo

Viven en los bosques
de tierra caliente;
y haciendo monadas,
siempre se divierten.
Los changos

Soy un verde animalito
que hablo que canto
y que grito.
El perico

Mi compañera es la vaca,
mis hijitos los becerros;
y doy buenos revolcones,
a muchos de los toreros.
El toro

por A.L. Jauregui

Adivinanzas

Estos eran cuatro gatos;
cada gato en su rincón.
Cada gato ve tres gatos;
adivina cuantos son.
Doce

Estos eran tres rincones;
en cada uno hay un ratón.
Cada cual ve tres colitas:
Adivina cuantos son.
Nueve

Es el color de las plantas
es el color de las hojas;
el color de los limones
y de las ricas toronjas.
Verde

Soy el color bello,
que tiene la naranja:
y si no eres tonto,
dilo sin tardanza.
Anaranjado

Me tienes colgado
siempre en la pared;
y yo te recuerdo,
día, mes y año que es.
El calendario

Ayer fue miércoles,
mañana es viernes;
y hoy es el día,
que se llama___.
Jueves

Somos los hijos del año:
las semanas nuestras hijas;
nuestros hijos son los días
y nosotros, doce hermanos.
Los meses

Soy el quinto mes del año;
mes de flores, de calor,
de pájaros, mariposas,
azules cielos y sol.
Mayo

por Sergio Velarde

Te doy fresca sombra,
te evito el calor
y en mis ramas mezco
niditos de amor.
El arbol

A tus oídos le sirven,
por fuera, de protección
y si no las tienes grandes,
te verás mucho mejor.
Las orejas

por Francisco Cuervo Martinez

Game -- Juego Alfabetico

The class is divided into 2 teams and allowed to stand on opposite sides of the room. The first player on a team calls out a word. The first player on the other team has to supply a word that begins with the last letter of the word given.

Example:	Word called out	Casa
	Response	Anillo
	Next Response	Oreja
	ETC.	

The game continues, with team members responding alternately, until some player 1) gives an incorrect word, 2) can't think of a word promptly, or 3) repeats a word that has already been used. The player who goofs sits down. The game continues until a whole team has had to sit.

Español para los Hispanos
Pauline Baker

Game — Partido de Básquetbol

Divide the class into 2 teams. Play 10 minute halves, or until all sentences are used.

Each student writes and turns in on a slip of paper a good original sentence having only one object noun. The teacher, after mixing up the sentences, reads a sentence to a player. The player must repeat the statement substituting an appropriate object pronoun for the noun.

Example: Teacher reads: Venden la casa.

Player replies promptly: La venden

If the player answers correctly his team gets 2 points and the other team gets the ball (or the next sentence). If he misses, nobody scores and the ball goes to the other team.

2nd Half

Using the same sentences, the teacher reads the sentence to a player. He (or she) must repeat the sentence substituting the noun with a pronoun and adding an additional object pronoun. The completed statement will now have 2 object pronouns. Any pronoun may be used but the statement must make sense.

Example: Teacher reads: Venden la casa.

Player replies promptly: Me (te se, nos,) la venden.

The scoring procedure is the same as for the first half.

The team with the most points at the end of the alloted time wins.

GAMES - CATEGORIZING

Which is the word that does not belong with the others?

Example: perro cuatro gato burro cuatro

perrr , gato and burro are animal names; cuatro is a number. Therefore, cuatro is the word that does not belong in the same category as the others.

1. veintídos amarillo rojo verde 1._____
2. el tango la rumba el vals el este 2._____
3. la nube la mesa el hielo la lluvia 3._____
4. el mar la tarde la mañana la noche 4._____
5. Montezuma Juarez Chavez Cleopatra 5._____
6. el labio la lección el corazón la frente 6._____
7. el peine el disco el cepillo el espejo 7._____
8. la conserva el flan la compota la salida 8._____
9. el limon la ciudad la cereza el melón 9._____
10. la mantequilla la gente el queso la mayonesa 10._____
11. el perro la tienda el hospital el teatro 11._____
12. la madre la tía la cebolla el hermano 12._____
13. la reina el presidente el oro el rey 13._____
14. la plata la playa el golfo el desierto 14._____

15. el dentista el banquero el abogado el río 15._____

16. primero sexto octubre segundo 16._____

17. el norte el oeste el sur la bola 17._____

18. el chicle el toro la cabra la mula 18._____

19. la rodilla la limonada la sidra el chocolate 19._____

20. el golf el tenis el jai-alai el día 20._____

From: Vamos a Divirtirnos
Louise Carlton

GAMES - CATEGORIZING

Which is the word that does not belong with the others?

Example: perro cuatro gato burro cuatro

perro, gato and burro are animal names; cuatro is a number. Therefore, cuatro is the word that does not belong in the same category as the others.

1.	la tinta el papel la pluma la paloma	1._____
2.	la escuela doscientos uno trece	2._____
3.	el día la blusa la semana el año	3._____
4.	Roberto agosto junio enero	4._____
5.	la pelota el traje el rebozo los zapatos	5._____
6.	el disco el hijo la sobrina el padre	6._____
7.	la aritmética el francés el oso la botanica	7._____
8.	Carlota Perú Alfredo Juan	8._____
9.	el chocolate la leche el café el oro	9._____
10.	la vaca el toro el papel la oveja	10._____
11.	la mesa la película la cuchara el salero	11._____
12.	la historia la casa la escuela la iglesia	12._____
13.	el nido la margarita el clavel la amapola	13._____
14.	el niño la tostada la conserva la torta	14._____
15.	la hora el minuto el segundo el mapa	15._____

From: Vamos a Divirtirnos
Louise Carlton

Game -- Chalupa

Each student writes down 10 nouns, 10 adjectives, 10 idiomatic expressions, and 10 numbers in Spanish on slips of paper. The student keeps a copy of his words in alphabetical order by categories and turns in the slips of paper. Examples:

Nouns	Adjectives	Expressions	Numbers
avión	blanco	Tengo frío.	cinco
mecánico	grande	Hace calor.	quince
puerta	hermosa	Lo sabe de memoria.	treinta

The slips are mixed up and pulled out individually by the teacher. The teacher reads the word and the students check it off if it appears on their lists. The student who can check off all ten words in any one category (column) first, wins and shouts "Chalupa". He then reads his words for checking.

The game continues until there is a winner in each of the other categories. The class decides on the prizes!

Game -- Partido de Fútbol

Have 40 verb infinitives written on cards or slips of paper (verbs the class has studied). Divide the class into 2 teams. Play 5 minute quarters. Draw a football field on the board and have one student keep score and show the location of the ball throughout the game.

As you show the student an infinitive, call out a subject. The student must promptly provide the correct form of the verb for that subject.

The teacher shows comer and calls out mi madre.

The student promptly replies: como or Mi madre como.

Starting from his opponents' goal line, he gains 10 yards if he answers correctly. His teammate gets the next infinitve. If the latter answers correctly, his team gains another 10 yards. If he misses, his opponent gets the ball (the next infinitive) from that point on the field. Whoever scores the most touchdowns in the alloted time is the winner. Coaxing from teammates is considered a lost fumble.

Note to teacher: This game may be used with all types of verbs and different tenses. For vocabulary practice, it may be played vice versa. Give the students different verb forms and have them provide a variety of different subjects (nouns).

Game -- Revoltillo

Each student writes 10 good original sentences using articles, demonstrative and possessive adjectives and pronouns extensively. The sentences are not to exceed 10 words. The students then scramble up their sentences.

Example: el profesor de esta clase está enfermo
clase está de profesor el enfermo esta

A student is called to read one of his scrambled sentences slowly so that his classmates can write the words down. He gives them 30 seconds to unscramble it. If they give up, he reads it to them correctly and proceeds to give them another scrambled sentence. If someone gets it right, however, that person must now read one of his scrambled sentences to the class. Again the class is given 30 seconds for the new challenge.

The game continues until everybody has had at least one opportunity to read one of his sentences.

Game -- Rompecabezas

¿Qué Soy?

Each student selects a subject (thing, animal, or place) and turns it in on a slip of paper. He thinks up 3 clues and presents them to the class orally.

Examples: Soy bajo. Subject: Pato
Soy animal.
Tengo 2 alas.

The class must guess exactly what animal he is describing. To obtain more clues, the class is allowed to ask 10 questions.

Examples: ¿Eres grande?
¿De qué color eres?

The student answers sí or no.

If someone guesses before the 10 questions are asked, that person gets to present his clues. If the class fails to guess, the student names his subject and another students gets up to give his clues.

Note to teacher: Encourage good vocabulary usage, a variety of subjects, and creativity.

¿Quién Soy?

Each student selects a famous or familiar person (dead or alive) and turns the name in on a slip of paper. He writes 2 facts about his subject and reads them to the class.

Example: Fui un político en el siglo XX.
Ayudé en el área de la educación.

Subject: President Johnson

The class must guess exactly to whom the student is referring. To obtain more clues, the class is allowed to ask 5 questions.

Example: ¿Ya moriste?
¿Fuiste president?

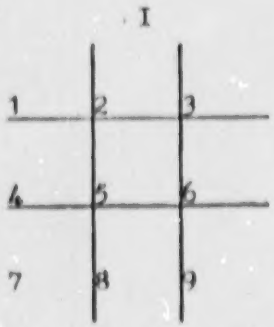
The student replies sí or no.

If someone guesses before the 5 questions are asked, that person presents his facts. If the class fails to guess, the student tells the name of his subject and someone else proceeds to give his clues.

Note: This may be used to drill on vocabulary as well as on verb tenses.

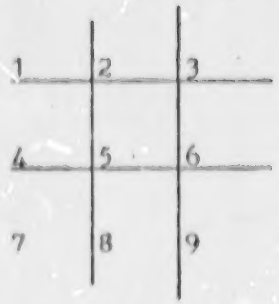
GAME — TIC - TAC - TOE

In this game, the contest is between the feminine article "la" and the masculine article "el". If the word in the list is a masculine noun, write "el" in the space having the same number; if feminine, write "la". Which is the winner?



1. ____ pluma
2. ____ mapa
3. ____ papel
4. ____ cuadro
5. ____ tinta
6. ____ lapiz
7. ____ libro
8. ____ timbre
9. ____ bandera

II



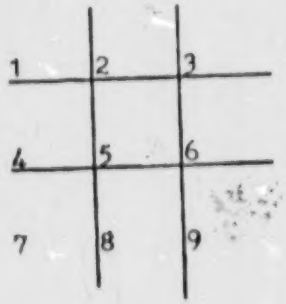
1. ____ globo
2. ____ tiza
3. ____ reloj
4. ____ calendario
5. ____ goma
6. ____ cartel
7. ____ regla
8. ____ disco
9. ____ tajalapiz

From: Vamos a Divirtirnos
Louise Carlton

GAME - TIC - TAC - TOE

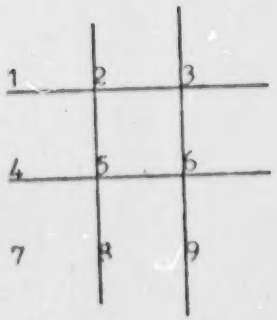
In the first of the games, the contest is between verbs ending in -er and -ar; in the second, between verbs ending in -ar and -ir. If the verb in the list ends in -er, write -er in the space having the same number; if -ar, write -ar in the space having the same number. In the second game, do likewise with -er and -ir. In each game, which is the winner?

I



1. pens___, to think
2. tem___, to fear
3. pag___, to pay
4. d___, to give
5. quer___, to wish
6. sab___, to know
7. ten___, to have
8. hac___, to do
9. pas___, to pass, to spend

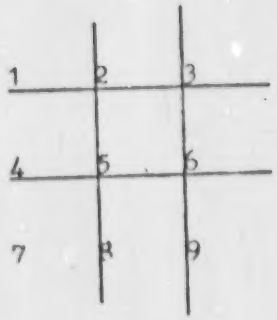
II



1. habl___, to speak
2. prefer___, to prefer
3. trabaj___, to work
4. permit___, to permit
5. entr___, to enter
6. sent___, to feel
7. dec___, to say
8. cerr___, to close
9. dese___, to desire

From: Vamos a Divirtirnos
Louise Carlton

II



1. habl___, to speak
2. prefer___, to prefer
3. trabaj___, to work
4. permit___, to permit
5. entr___, to enter
6. sent___, to feel
7. dec___, to say
8. cerr___, to close
9. dese___, to desire

From: Vamos a Divirtirnos
Louise Carlton

Game — Voy a la China

The first person says "Voy a la China y llevo mi gato." (a name of a person, animal, or thing). The second person must repeat what the first person said and add a name of another person, animal or thing.

Example: First person: Voy a la China y llevo mi gato.
Second person: Voy a la China y llevo mi gato y mi perro.
Third person. Voy a la China y llevo mi gato, mi perro, y mi vaca.
Etc.

Every student keeps on repeating what has previously been said and adds to the sentence his noun. Those who can't remember all the items or names mentioned drop out of the game. The student who lasts the longest is the winner.

Español para los Hispanos
Paulline Baker

Word Game — En La Ciudad

Sixteen words pertaining to a city appear among the letters below. They may be read backward, forward, up, down or diagonally. As you find each word, encircle it and check the word on the list.

X O N T O T V H R D A D N I C E V E W O R C A S A	TEATRO
W H Y E N P I M N T H Z E C O Q U R X S E O W P H	TIENDA
Q U M I G L E S I A M A W N E R V E N T Z S I Q A	RESTAURANTE
T L B E X A C O Q M E V S N E A C E T S S W A C Z	BIBLIOTECA
N R Y D O Z R T O E N L E T N V A B T I A O E N I	CASA
T Q H E X A S V N T W O N W T E E M Y L T T H Z E	IGLESIA
R S H V O R W E S N O A F C G L I T K C O H L E M	BANCO
B A N C O Z E G M E R X Q E E U E X V I T D H E T	EDIFICIO
B S L H I N M I N U G B X I G E Z S L E W A W L I	AVENIDA
T T E R Z S T O A P O D T Y H E W B N I G V A W E	BULEVAR
M O R F N W A T K C O M Z I S V I E L D A M D U N	PUENTE
O K G H L T S E R R O N F T H B P E L S Q W I R D	PATIO
I E S T A E U T B R V N L W O V L X I L T E N T A	PAVIMENTO
T Z I M R X A W E O T N E M I V A P S T A E E N B	CALLE
A T O D B E G O R N H O R R O J B E K T H C V A T	PLAZA
P I L S T E D I F I C I O X H E Y Q U Z E S A T V	VECINDAD

teatro	theatre	avenida	avenue
tienda	store	bulevar	boulevard
restaurante	restaurant	puente	bridge
biblioteca	library	patio	patio
casa	house	pavimento	pavement
iglesia	church	calle	street
banco	bank	plaza	square
edificio	building	vecindad	neighborhood

Vamos a Divirtirnos
Louise M. Carlton

Word Game — El Vaquero

The southwestern American cowboy borrowed many terms from his Mexican neighbor. Some of the words in the list below are changed only slightly from the Spanish spelling. Find the words among the letters below.

L H Q E N P I X N T O H E X C O U E O M R A R G S	RODEO
N A F I S I T A T B E L A R I A T C M O M E R Q S	RANCH
W J E R N E C E S F O R S A R Y O A T N O I N E G	ARROYO
E P N E R S Q A O E D O R L G E H O R G N E L W A	COYOTE
S I H I V T N G T O N L W A S Z C A L G L E D T H	BURRO
E H Z L E A O H M I D E R B U R R O O S C O N R T	PUMA
R O Y E O W Q R T E Q H S T E P S R N I X M E N A	MUSTANG
A N L T T H E U H S I Y Y O R M N E I I R O W Z T	LARIAT
B Y M G R I I L E N C G U H E O R E R B M O S E G	PALOMINO
U N E H X A L E D R A N C H Q E B G Y W I O T H A	MESA
E S H M P I D N E I O S C N A G A N B I D G L S M	SOMBRERO
N E T T A A R H W E A H A H T N R E E R M S L A U	CORRAL
R O T O R C O D K T S H O E A M W I Q I M G D W P	PIÑON
A E Z M R O F G W N L A K U O A N M A M N I S W Y	VAQUERO
D C O Y O T E A B G S I J H X T L E E C A H O N R	HONDA
A O L T Y L H T E H E I M N O I O S N G O R E E B	YUCCA
K O T H O M D X I S R A W C B L O A E L S R E E B	CAÑON
E S M N I H D E H A E H E R M A P S I T N O R G O	GRINGO
F I D E H L I D M A A N W D H O N D A T H H W A A	MARIJUANA
A R T Y H W G N A T S U M I S Z I I S T X T H H L	FIESTA

NOTE: lariat is adapted from la reata.

Vamos a Divirtirnos
Louise M. Carlton

Word Game — Los Dias, Los Meses, y Las Estaciones

The names of the months, days and seasons appear below. As you find them, circle them and check them against the list.

Q O L W H S E N X I L V N Q O I N U J T X L H Q E	ENERO
C T O X U R E S E O V F H U M X A N U V A F F A I	FEBRERO
S O N E C W E F R I M A V E R A E Q E C X Q O M E	MARZO
S H N E C X E S T S A R Y F X O R V V E R A N O O	ABRIL
N O Q E N A X T X I I O Q L W N T D E I Y V E Q S	MAYO
Q X S L O O Q L V L E E T X H Q E T S L O Q U R X	JUNIO
V S C O I R E A X N D M S E N U L S E X V E N Y E	JULIO
A R Z S L Q A S G L O X B O Q D I C I E M B R E W	AGOSTO
R F O R U E V E F A V T H R E R V L S B X R V O L	SEPTIEMBRE
U Q G X J H T T X F O Q R T E T W X E Q T H E P F	OCTUBRE
X G L E O P X R L L E C X A F L H H E N I L X E T	NOVIEMBRE
E D S V T Q A A T X E V S I G N V O Q R B E B R X	DICIEMBRE
O T X O O R L M A Y O X E M N O V I E M B R E M A	LUNES
N M O L R X E P E R F N E I C X S T U N E I O X N	MARTES
R Q E S T A B L Q X E I X É S L H T D R T U S Q T	MIÉRCOLES
E I C X E L V M Q R I L N R M A R Z O O X S V U R	JUEVES
I E E R B U T C O D X O M C E S L X T I M C T X S	VIERNES
V R A N X Q V U I L L I X O T Q Y P R X O I Q E V	SÁBADO
N I D M É F L T X H Q V E L C O M X M L O N N D X	DOMINGO
I X E F V X P E N T S E T E H L V E W E X R L G F	PRIMAVERA
A Q R X E A N X O D A B Á S D X I N Q S E U X R O	VERANO
E T H E L B Q E X L E V S S X I N L G I S O F L I	OTOÑO
B A B R I L E R T Y X T Q O O L U R V S X E Q L V	INVIERNO

Gaucho

El gaucho es es "cowboy" de las pampas (plains) de la Argentina. Es una figura pintoresca y romantica. Se dice que el gaucho quiere más a su caballo que a su familia. La historia del gaucho está estrechamente unida a la de su país.

Charro

El charro es el "cowboy" mexicano. Su bonita compañera de baile lleva un vestido pintoresco al estilo llamado "la china poblana". El baile tipico del charro es el jarabe tapatío.

Traditional Costume of Spain

This costume is worn during fiesta time. The woman wears a headdress of black or white lace draped over the head (mantilla). A large ornamental comb (peineta) holds up the mantilla. On her shoulders, she wears a brilliantly embroidered silk shawl (manton). The man wears a high-crowned hat with a broad brim, a short jacket, long tight trousers and a sash (faja) around the waist.

Corrida de Toros

La corrida de toros es un espectáculo tradicional en España y en muchas partes del mundo hispánico. Tiene su origen en el siglo XII. A los españoles les gusta asistir a la plaza de toros para admirar la destreza (skill), el arte, y la osadía (boldness) del torero, que lucha contra un toro feroz que trata de matar al torero con sus cuernos (horns).

Jai-Alai

Jai-alai es el deporte tradicional de las Provincias Vascongadas, en el norte de España. Se juega en una cancha (court) de tres paredes llamada "fronton". Es algo semejante a nuestro "handball", pero en jai-alai se usa una cesta atada a la mano para coger y lanzar la pelota. Con esta cesta lanzan la pelota contra las paredes con mucha fuerza. Jai-alai es muy popular en España, México, y Cuba, y también en la Florida.

Baile -- Jarabe Tapatío

Baile — Son Jarocho

Baile Tradicional

En España cada región tiene sus propios bailes y costumbres tradicionales. Aquí hay un grupo de bailarines de Zamora, en el noroeste del país.

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Barker, Marie Esman. Español para el bilingue. Skokie, Illinois: National Textbook Corporation, 1970.

Del Rio, Amelia A. y Laura de los Rios de Garcia Lorca. Lengua viva y gramática. New York: Holt, Rinehart and Winston, Inc., 1969.

Centeno, Augusto. Corazón de España. New York: Holt, Rinehart and Winston, Inc., 1957.

Cuentos alegres. Ed. por Mario B. Rodriguez. New York: Holt, Rinehart and Winston, Inc., 1967.

Cuentos americanos. Ed. por Donald D. Walsh. New York: W. W. Norton and Company, Inc., 1942.

Davis J. Cary. Caminos de México. Lexington, Massachusetts: D. C. Heath and Company, 1962.

Leal, Luis. México, civilizaciones y culturas. Boston, Massachusetts: Houghton Mifflin Company, 1955.

Marban, Edilberto. El mundo iberoamericano. New York: Simon and Schuster, 1969.

Spanish: Reading for Meaning. Ed. por George A. C. Scherer. New York: Harcourt Brace Jovanovich, Inc., 1966.

Spanish Language Radio and TV Stations in Texas

KOPY
Box 731, Highway 281-N
Alice, Texas 78332

KVLF
P. O. Box 779
Alpine, Texas 79831

KOKE
P. O. Box 1208
Austin, Texas 78767

KVET
113 West 8th Street
Austin, Texas 78701

KRUN
P. O. Box 3151
Ballinger, Texas 76821

KIBL
P. O. Box 544
Beeville, Texas 78102

KBYG
P. O. Box 1713
Big Spring, Texas 79721

KHEM
P. O. Box 750
Big Spring, Texas 79720

KKUB
Drawer 1032
Brownfield, Texas 79316

KBOR
P. O. Box 2049
Brownsville, Texas 78520

KEAN
P. O. Box 511
Brownwood, Texas 76802

KBEN
150 S. 5th Street
Carrizo Springs, Texas 78834

KCCT
P. O. Box 5206
Corpus Christi, Texas 78405

KCTA
P. O. Box 898
Corpus Christi, Texas 78403

KBSN
P. O. Box 1116
Crane, Texas 79731

KCFH
P. O. Box 128
Cuero, Texas 77954

KMAP/FM
Exchange Park
Dallas, Texas 75235

KDLK
405 Bedell Avenue
Del Rio, Texas 78840

KDNT
P. O. Box 1006
Denton, Texas 76202

KKAL
Drawer KKK
Denver City, Texas 79323

KDHN
P. O. Box 1470
Dimmitt, Texas 79027

KEPS
P. O. Box 1123
Eagle Pass, Texas 78852

KURV
P. O. Box 480
Edinburg, Texas 78539

KULP
P. O. Box 1390
El Campo, Texas 77437

Aragon Broadcasting
208 S. Campbell Street
El Paso, Texas

XELO
206 San Francisco Street
El Paso, Texas

KPSO
P. O. Box 309
Falfurrias, Texas 78355

KFLD
P. O. Box 1006
Floydada, Texas 79235

KFST
P. O. Box 1327
Fort Stockton, Texas 79735

KGBC
P. O. Box 1138
Galveston, Texas 77551

KGTN
P. O. Box 100
Georgetown, Texas 78629

KCTI
P. O. Box 158
Gonzales, Texas 78629

KGBT
Drawer 711
Harlingen, Texas 78551

KPAN
Drawer 1757
Hereford, Texas 79045

KAML
P. O. Box 990
Kenedy-Karnes, Texas 78119

KPET
P. O. Box 30
Lamesa, Texas 79331

KGNS
P. O. BOX 2085
Laredo, Texas 78041

KVOZ
Box 1638-Station 1
Laredo, Texas 78041

KZZN
P. O. Box 192
Littlefield, Texas 79339

KLFB
Box 5697, 2700 Marshall
Lubbock, Texas

KWFA
P. O. Box 787
Merkel, Texas

KAMY
P. O. Box 897
McCamey, Texas 79752

KJBC
South Lamesa Road
Midland, Texas 79701

KIRT
P. O. Box 985
Mission, Texas 78572

KRAN
P. O. Box 487
Morton, Texas 79346

KMUL
700 West Eighth St.
P. O. Box 486
Muleshoe, Texas 79347

KGNB
P. O. Box 593
New Braunfels, Texas 78130

KOYL
4000 Rasco Avenue
Odessa, Texas 79762

KLVL
2903 Canal Street
Pasadena, Texas

KVWG
P. O. Box 938
Pearsall, Texas 78061

KIUN
P. O. Box 469
Pecos, Texas 79772

KGUL
P. O. Box 386
Port Lavaca, Texas 77972

KPOS
P. O. Box 820
Post, Texas 79356

KCLR
P. O. Box 7
Ralls, Texas 79357

KSOX
P. O. Box 1240
Raymondville, Texas 78550

KFRD
P. O. Box 832
Rosenberg-Richmond, Texas 77471

KPEP
P. O. Box 1350
San Angelo, Texas 76901

KTEO
1013 West Beaurega Road
San Angelo, Texas 76902

KEDA
226 ½ Dolorosa Street
San Antonio, Texas 78205

KCOR
111 Martinez Street
San Antonio, Texas 78204

KLRN/TV
Institute of Texan Cultures
Building
San Antonio, Texas

KUKA
501 West Quincy Street
San Antonio, Texas 78212

KWEX/TV
111 Martinez Street
P. O. Box 9225
San Antonio, Texas 78204

KTFO
P. O. Box 308
Seminole, Texas 79360

KKAS
P. O. Box 455
Silsbee, Texas 77656

KDWT
P. O. Box 1205
Stamford, Texas 79553

KTAE
P. O. Box 1160
Taylor, Texas 76574

KTER
P. O. Box 220
Terrell, Texas 75160

KTLW
P. O. Box 2279
Texas City, Texas 77591

KTUE
P. O. Box 169
Tulia, Texas 79088

KVOU
P. O. Box 758
Uvalde, Texas 78801

KVWC
P. O. Box 1419
Vernon, Texas 76384

KRGV
P. O. Box 626
Weslaco, Texas 78596

Spanish Periodical Publications in Texas

Mr. Jesse Garza
La Fuerza News
804 E. 45th Street
Austin, Texas

El Heraldo de Brownsville
Jackson Street
Brownsville, Texas 78520

Mr. Santos de la Pas
La Verdad
910 Francesca Street
Corpus Christi, Texas 78405

El Universal
816 Furman Street
Corpus Christi, Texas 78404

EL Progreso
1700 Kennedy Street
Corpus Christi, Texas 78407

El Progreso Latino
University of Texas
El Paso, Texas

Mr. Daniel Reyes
El Mexico-Americano
P. O. Drawer W
El Paso, Texas 79952

Mr. Joe Garcia Valesca
El Continental
218 S. Campbell St.
El Paso, Texas 79901

El Continental, El Mexicano, El Fronterizo
909 E. San Antonio Street
El Paso, Texas 79902

Mr. Lynn Montgomery
El Sol
2518 Navigation Boulevard
Houston, Texas 77003

Mr. William P. Allen
Laredo Times
1404 Matamoros Street
Laredo, Texas 78004

El Eco
605 Calle Sur Gue
McAllen, Texas 78501

Mr. A. G. Gorena
El Porvenir
200 E. Third Street
Mission, Texas 78572

Mr. A. R. Rodriguez
El Tiempo
683 W. Main Street
Raymondville, Texas 78580

Mr. E. B. Duarte
La Voz
P. O. Box 12429
San Antonio, Texas 78212

Inter-Agency Committee on
Mexican American Affairs

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Advertising Works	Mag.Tape	Brown and Associates		
Amazon, The--People and Resources of Northern Brazil	16 mm	Encyclopaedia Britannica Educational Corporation	22	C
Ancient New World, The	16 mm	Churchill Films	16	C
Ancient Peruvian, The	16 mm	International Film Foundation	27	C
Appliance Serviceman	Mag. Tape	Brown and Associates		
Argentina, La --Donde el campo y la ciudad se encuentran	16 mm	Universal Visual Arts	20	C
Arts and Crafts of Mexico, Part I	16 mm	Encyclopaedia Britannica Educational Corporation	14	C
Arts and Crafts of Mexico, Part II	16 mm	Encyclopaedia Britannica Educational Corporation	11	C
Auto Mechanic	Cas. Tape	Educational Progress Corp.		
Aztecs and Cortez, The	FS --Rec.	International Communication Foundation		C
Bank Tellers	FS--Rec.	Bowmar Films		C
Brazil, People of the Highlands	16 mm	Encyclopaedia Britannica Educational Corporation	17	C
Buenos Aires, Gateway to Argentina	16 mm	Academy Films	22	C
Business Consultant	Cas. Tape	Educational Progress Corp.		
Careers in Illustration	FS--Rec.	Educational Dimension Corp.		C
Cashiers	Mag. Tape	Brown and Associates		
Cities of Mexico	FS --Rec.	International Communication Foundation		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Clerical and Stock Work	FS -- Rec.	Avid Corp		C
Clerical Occupations	Mag. Tape	Brown and Associates		
Clerk, The	16 mm	McGraw-Hill Films	27	B/W
Commercial Artist	Cas. Tape	Educational Progress Corp.		
Compassion for People Overview	FS -- Rec.	Bowmar Films		C
Court Reporter	Cas. Tape	Educational Progress Corp.		
Cuento de Hansel y Gretel, El	16 mm	Bailey Film Associates	11	C
Department Manager, The	16 mm	McGraw-Hill Films	27	B/W
Deportes, Los	16 mm	McGraw-Hill Textfilsm	4	C
De Tiendas	16 mm	McGraw-Hill Textfilms	4	C
Discovering the Music of Latin America	16 mm	Bailey Film Associates	20	C
En el colegio	16 mm	McGraw-Hill Textfilms	4	C
En el rancho grande	16 mm	McGraw-Hill Textfilms	4	C
En la zapateria	16 mm	McGraw-Hill Textfilms	4	C
España--Una tierra de muchas fases	16 mm	Universal Visual Arts	18	C
Federal Civilian Goverment Workers(2)	Mag. Tapes	Brown and Associates		
Fiesta Time--Mexico	FS -- Rec.	International Communication Foundation		C
Gallinita sabia, La	16 mm	Coronet Films	11	B/W
Gentle Conqueror, The --Junipero Serra	16 mm	Teaching Film Custodian	11	B/W
Haciendo canastas	16 mm	McGraw-Hill Textfilms	4	C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Hotel Manager	Mag. Tape	Brown and Associates		
Incas, The	16 mm	Coronet Films	11	C
Insurance Salesman	Cas. Tape	Educational Progress Corp.		
Latin America, Neighbors to the South	16 mm	Universal Visual Arts	17	C
Latin America, Part I, Its Countries	16 mm	McGraw-Hill Films	26	B/W
Latin America, Part II, Its History, Economy, and Politics	16 mm	McGraw-Hill Films	33	B/W
Lawyers	Mag. Tape	Brown and Associates		
Lawyer	Cas. Tape	Educational Progress Corp.		
Librarian	Cas. Tape	Educational Progress Corp.		
Licensed Practical Nurse	FS --Rec	Bowmar Films		C
Liscensed Practical Nurse	Mag. Tape	Brown and Associates		
Maya Civilization, The	FS -- Rec.	Bailey Film Associates		C
Mayan, Civilization, The	FS --Rec.	Bailey Film Associates		C
Medical Record Librarian	Mag. Tape	Brown and Associates		
Mexican Kaleidoscope	FS --Rec.	Bailey Film Associates		C
Mexico City	16 mm	Paul Hoefler Educational Prod.	17	C
Mexico, Land and Its History	ES-- Rec.	International Communication Foundation		C
Mexico, Land and People	16 mm	Encyclopaedia Britannica Educational Corporation	20	C
Mexico, Land of Color and Contrast	16 mm	Vetter Film Prod.	16	C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Mission Era, The	FS	NDEA		C
Missions of the Southwest	16 mm	Arthur Barr Producations	15	C
Newspaper Reporter	Mag. Tape	Brown and Associates		
Nurse	Cas. Tape	Educational Progress Corp.		
Oaxaca, Ciudad de bailes	16 mm	Bailey Film Associates	11	C
Personnel Counselor	Cas. Tape	Educational Progress Corp.		
Personnel Workers	Mag. Tape	Brown and Associates		
Peru-Filiberto of the High Valley	16 mm	Universal Visual Arts	18	C
Peru, People of the Andes	16 mm	Encyclopaedia Britannica Educational Corporation	16	C
Physicians	Mag. Tape	Brown and Associates		
Physician	Cas. Tape	Educational Progress Corp.		
Policeman	Cas. Tape	Educational Progress Corp.		
Police Officers	Mag. Tape	Brown and Associates		
Public Relations Workers	Mag. Tape	Brown and Associates		
Pueblo de España, Un	16 mm	Churchill Films	11	C
Radio Announcer	Mag. Tape	Brown and Associates		
Radio Broadcaster	Cas. Tape	Educational Progress Corp.		
Recreation Worker	Mag. Tape	Brown and Associates		
Registered Nurse	Mag. Tape	Brown and Associates		
Registered Professional Nurse	FS --Rec.	Bowmar Films		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Rehabilitation Counselors	Mag. Tape	Brown and Associates		
Reporter	Cas. Tape	Educational Progress Corp.		
Salesman	Cas. Tape	Educational Progress Corp.		
Secretary	Cas. Tape	Educational Progress Corp.		
Secretary, The —A Normal Day	16 mm	Coronet Films	11	C
Secretary, The--Taking Dictation	16 mm	Coronet Films	11	C
Secretary, The--Transcribing	16 mm	Coronet Films	11	C
Social Worker	Cas. Tape	Educational Progress Corp.		
South America	16 mm	McGraw-Hill Films	20	C
Spain in the New World--Colonial Life in Mexico	16 mm	Encyclopaedia Britannica Educational Corporation	13	C
Spanish Explorers, The	16 mm	Encyclopaedia Britannica Educational Corporation	13	C
Spanish Influence in the United States	16 mm	Alderman Studios	8	C
Speech Pathologist and Audiologist	Mag. Tape	Brown and Associates		
Stewardess	Cas. Tape	Educational Progress Corp.		
Story of a Newspaperman, The	16 mm	Sterling Educational Films	25	B/W
Taxco, Ciudad de plata	16 mm	Bailey Film Associates	10	C
Telephone Operator	Mag. Tape	Brown and Associates		
Teotihuacan Civilization, The	FS —Rec	Bailey Film Associates		C
Texas Missions	FS	Huseman Company		C
Toltec Civilization, The	FS--Rec	Bailey Film Associates		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Tres Osos, Los	16 mm	Bailey Film Associates	15	C
Trip Through Southern Mexico, A	FS--Rec	International Communication Foundation		C
Universidad, La	16 mm	McGraw-Hill Textfilms	4	C
Venezuela	16 mm	McGraw-Hill Films	16	C
Visitando Las Piramides	16 mm	McGraw-Hill Textfilms	4	C
Waiter/Restaurant Manager	Cas. Tape	Educational Progress Corp.		
Waitress, The	FS	Eye Gate House		C
Working in a Hospital	FS-Rec	Avid Corp.		C
Working with Cars	FS--Rec	Avid Corp.		C
Working with People	FS--Rec	Avid Corp.		C
Your Future as a Bank Teller	Mag. Tape	Guidance Associates		
Your Future as a Commercial Airline Stewardess	Mag. Tape	Guidance Associates		
Your Future as a Licensed Practical Nurse	Mag. Tape	Guidance Associates		
Your Future as an Appliance Serviceman	Mag. Tape	Guidance Associates		
Your Future as an Auto Mechanic	Mag. Tape	Guidance Associates		
Your Future as an Executive Secretary	Mag. Tape	Guidance Associates		
Your Future as an Insurance Salesman	Mag. Tape	Guidance Associates		
Your Future as a Newspaper Reporter	Mag. Tape	Guidance Associates		
Your Future as a Policeman	Mag. Tape	Guidance Associates		
Your Future as a Service Station Owner/ or Operator	Mag. Tape	Guidance Associates		

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Your Future in the Internal Revenue	Mag. Tape	Guidance Associates		
Your Future in Selling	Mag. Tape	Guidance Associates		
Yucatan, Land of the Mayas	FS--Rec	International Communication Foundation		C

PERIODICALS FOR CAREER INFORMATION

1. Advertising Age
   740 Rush Street
   Chicago, Illinois 60611

2. ALA Bulletin
   50 East Huron
   Chicago, Illinois 60611

3. American Archivist, The
   The National Archives
   Washington, D.C. 20408

4. American Hotel Journal
   77 West Washington Street
   Chicago, Illinois 60602

5. American Heritage
   551 Fifth Avenue
   New York, New York 10022

6. American Journal of Correction
   P.O. Box 10176, Woodridge Station
   Washington, D.C. 20018

7. American Journal of Nursing
   10 Columbus Circle
   New York, New York 10019

8. American Journal of Public Health
   1790 Broadway
   New York, New York 10019

9. American Sociological Review
   1001 Connecticut Avenue N.W.
   Washington, D.C. 20036

10. American Transl[illegible]or
    P.O. Box 489, Madison Square Station
    New York, New York 10010

11. Appliance Service News
    5841 West Montrose Avenue
    Chicago, Illinois 60634

12. Bedside Nurse
    250 West 57th Street
    New York, New York 10019

13. Broadcasting
    1735 De Sales Street, N.W.
    Washington, D.C. 20006

14. Crime and Delinquency
    44 East 23rd Street
    New York, New York 10010

15. Current History
    1822 Ludlow Street
    Philadelphia, Pennsylvania 19103

16. Daily Variety
    6404 Sunset Boulevard
    Hollywood, California 90028

17. Editor and Publisher
    850 Third Avenue
    New York, New York 10022

18. Electrical Worker's Journal
    1200 Fifteenth Street, N.W.
    Washington, D.C. 20005

19. Fast Food Magazine
    144 East 44th Street
    New York, New York 10017

20. Federal Accountant, The
    1523 L Street, N.W.
    Washington, D.C. 20005

PERIODICALS FOR CAREER INFORMATION

21. Foreign Service Journal
2101 E Street, N.W.
Washington, D.C. 20006

22. From Nine to Five
4660 Ravenswood Avenue
Chicago, Illinois 60640

23. Hospitality
5 South Wabash Avenue
Chicago, Illinois 60603

24. Institutions Magazine
1801 South Praire Avenue
Chicago, Illinois 60616

25. Journal of Medical Education
2530 Ridge Avenue
Evanston, Illinois 60201

26. Journal of Practical Nursing, The
1465 Broadway
New York, New York 10036

27. Journal of Taxation
125 East 56th Street
New York, New York 10022

28. Journal of the American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

29. Journal of the American Medical Women's Association
1740 Broadway
New York, New York 10019

30. Library Journal, The
1180 Avenue of the Americas
New York, New York 10036

31. Marketing/Communications
535 Madison Avenue
New York, New York 10022

32. Modern Language Journal
13149 Cannes Drive
St. Louis, Missouri 63141

33. Motor Age
Chestnut and 56th Streets
Philadelphia, Pennsylvania 19139

34. Motor Service Magazine
205 West Monroe Street
Chicago, Illinois 60606

35. NAIS Docket, The
1460 Northwestern Bank Building
Minneapolis, Minnesota 55402

36. National Business Woman
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20006

37. Nursing Outlook
10 Columbus Circle
New York, New York 10019

38. Personnel
135 West Fifth Street
New York, New York 10020

39. Personnel Administrar, The
52 East Bridge Street
Birea, Ohio 44017

40. Personnel Administration
1221 Connectuicut Avenue, N.W.
Washington, D.C. 20036

PERIODICALS FOR CAREER INFORMATION

41. Public Relations Journal
845 Third Avenue
New York, New York 10022

42. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637

43. Retail Clerks Advocate
Retail Clerks International Association
Suffridge Building
Washington, D.C. 20006

44. Secretary, The
1103 Grand Avenue, Suite 410
Kansas City, Missouri 64106

45. Social Work
2 Park Avenue
New York, New York 10016

46. Special Libraries
235 Park Avenue South
New York, New York 10003

47. Today's Secretary
330 West 42nd Street
New York, New York 10036

48. Translation Inquirer
141 East 44th Street
New York, New York 10017

49. Variety
154 West 46th Street
New York, New York 10036

50. Volume Feeding Management
205 East 42nd Street
New York, New York 10022

51. Wilson Library Bulletin
950 University Avenue
Bronx, New York 10452

52. WSSA News
435 Starks Building
Louisville, Kentucky 40202

ADDITIONAL SOURCES OF CAREER INFORMATION

1. American Advertising Federation
   1225 Connecticut Avenue, N.W.
   Washington, D.C. 20036

2. American Association of Advertising Agencies
   200 Park Avenue
   New York, New York 10017

3. American Bar Association
   155 East 60th Street
   Chicago, Illinois 60637

4. American Correctional Association
   P.O. Box 10176, Woodridge Station
   Washington, D.C. 20018

5. American Federation of Television and Radio Artists
   724 Fifth Avenue
   New York, New York 10019

6. American Historical Association
   400 A Street S.E.
   Washington, D.C. 20018

7. American Hotel and Motel Association
   221 West 57th Street
   New York, New York 10019

8. American Libarary Association
   50 East Huron Street
   Chicago, Illinois 60611

9. American Management Association
   135 West Fifth Street
   New York, New York 10020

10. American Medical Association
    535 North Dearborn Street
    Chicago, Illinois 60610

11. American Medical Women's Association
    1740 Broadway
    New York, New York 10019

12. American Newspaper Guild
    1126 Sixteenth Street, N.W.
    Washington, D.C. 20036

13. American Nurses' Association
    10 Columbus Circle
    New York, New York 10019

14. American Public Welfare Association
    1313 East 60th Street
    Chicago, Illinois 60637

15. American Society for Personnel Administration
    52 East Bridge Street
    Berea, Ohio 44017

16. American Society of Travel Agents
    360 Lexington Avenue
    New York, New York 10017

17. American Sociological Association
    1001 Connecticut Avenue, N.W.
    Washington, D.C. 20036

18. American Speech and Hearing Association
    9030 Old Georgetown Road
    Washington, D.C. 20014

19. American Telephone and Telegraph Company
    195 Broadway
    New York, New York 10007

20. American Translators Association
    P.O. Box 489, Madison Square Station
    New York, New York 10010

ADDITIONAL SOURCES OF CAREER INFORMATION

21. American Women's Society of Certified Public Accountants
327 South LaSalle Street
Chicago, Illinois 60604

22. ANA-NLN Nursing Careers Program
American Nurses' Association
10 Columbus Circle
New York, New York 10019

23. Association of American Medical College
2530 Ridge Avenue
Evanston, Illinois 60201

24. Association of Home Appliance Manufacturers
20 North Wacher Drive
Chicago, Illinois 60606

25. Automobile Manufacturers Association, Inc.
320 New Center Building
Detroit, Michigan 48202

26. Automobile Service Industry Association
230 North Michigan Avenue
Chicago, Illinois 60601

27. Bureau of Customs
Personnel Division
2100 K Street, N.W.
Washington, D.C. 20226

28. Bureau of Employment Security
Department of Labor
Washington, D.C. 20210

29. Council on Hotel, Restaurant and Institutional Education
Statler Hall
Ithaca, New York 14850

30. Gas Appliance Manufacturers Association
60 East 42nd Street
New York, New York 10017

31. Hotel and Restaurant Employees and Bartender International Union
6 East Fourth Street
Cincinnati, Ohio 45202

32. Independent Garage Owners of America
624 South Michigan Avenue
Chicago, Illinois 60605

33. Institute of International Education
809 United Nation Plaza
New York, New York 10017

34. Institute of Life Insurance
277 Park Avenue
New York, New York 10017

35. Internal Revenue Service
Department of Treasury
Washington, D.C. 20224

36. International Association of Chiefs of Police, Inc.
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

37. International Association of Machinists and Aerospace Workers (AFL-CIO)
1300 Connecticut Avenue, N.W.
Washington, D.C. 20036

38. International Brotherhood of Electrical Workers
1200 Fifteenth Street, N.W.
Washington, D.C. 20005

ADDITIONAL SOURCES OF CAREER INFORMATION

39. Library Services Branch, Office of Education
Department of Health, Education and Welfare
Washington, D.C. 20202

40. National Appliance and Radio-Tv Dealers Association
318 West Randolph Street
Chicago, Illinois 60606

41. National Association for Practical Nurse Education and Service
1465 Broadway
New York, New York 10036

42. National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C. 20036

43. National Association of Legal Secretaries
29 South LaSalle Street
Chicago, Illinois 60603

44. National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

45. National Commision for Social Work Careers
2 Park Avenue
New York, New York 10016

46. National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10010

47. National Customs Service Association
420 Gardiner Drive
Hillsmere Shores
Annapolis, Maryland 21403

48. National Employment Association
2000 K Street, N.W.
Washington, D.C. 20006

49. National Foreign Trade Council
10 Rockefeller Plaza
New York, New York 10020

50. National League for Nursing, Inc.
10 Columbus Circle
New York, New York 10019

51. National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

52. National Retail Merchants Association
100 West 31st Street
New York, New York 10001

53. National Secretaries Association
616 East 63rd Street
Kansas City, Missouri 64110

54. Office and Professional Employees International Union
1012 West Fourteenth Street, N.W.
Washington, D.C. 20005

55. Office Employees International Union (AFL-CIO)
265 West 14th Street
New York, New York 10011

56. Office for Recruitment
American Library Association
50 East Huron Street
Chicago, Illinois 60611

ADDITIONAL SOURCES OF CAREER INFORMATION

57. Organization of American Historians
c/o David E. Miller, Department of History
University of Utah
Salt Lake City, Utah 84112

58. Public Personnel Association
1313 East 60th Street
Chicago, Illinois 60637

59. Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

60. Retail Clerks International Association
Connecticut Avenue and DeSales Street, N.W.
Washington, D.C. 20036

61. Retail Clerks International Association
1775 K Street, N.W.
Washington, D.C. 20006

62. Society of American Archivists
University of Michigan
Rackham Building
Ann Arbor, Michigan 48104

63. Special Libraries Association
235 Park Avenue South
New York, New York 10003

64. Stewards and Stewardesses Association
Transport Worker Union of American
205 West Wackers Drive
Chicago, Illinois 60606

65. United Business Schools Association
1101 Seventeenth Street, N.W.
Washington, D.C. 20036

66. United States Department of State
Washington, D.C. 20520

67. World Secret Service Association
435 Starks Building
Louisville, Kentucky 40202